

**THE IMPLEMENTATION OF SOCIAL MEDIA
IN TEACHING SPEAKING SKILLS
FOR VII GRADE STUDENTS
AT SMP NEGERI 2 KARANGREJA, PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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Degree.**

by

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Declare that the thesis I have compiled with the title **"The Implementation of Social Media in Teaching Speaking Skills for VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga"** in truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statement and ideas from several resources. All material from other sources and references from work done by other people or institutions have been properly cited.

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Assalamualikum Warahmatullahi Wabarakatuh

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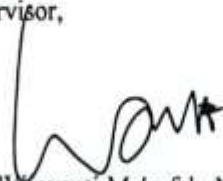
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ABSTRACT

THE IMPLEMENTATION OF SOCIAL MEDIA IN TEACHING SPEAKING SKILLS FOR VII GRADE STUDENTS AT SMP NEGERI 2 KARANGREJA, PURBALINGGA

Abstract: The Implementation of social media in teaching speaking skills is valuable. This research aimed to describe the implementation of social media in teaching speaking skills and the teacher challenges in teaching speaking skills through social media platforms. A qualitative descriptive research method was used by the researcher on this study. In addition, this research used data collection technique such as observations, interviews, and documentations. Furthermore, the data analysis techniques conducted were data reduction, data display and data verification. The subjects of the research were an English teacher and VII grade students at SMP Negeri 2 Karangreja, Purbalingga. The research results found that the English teacher implemented social media in teaching speaking skills with several steps including: 1) the first step was sharing video link through WhatsApp group; 2) the teacher presented the video material and examples related to the topic by using social media platforms YouTube, Instagram, and TikTok; 3) the final step, the teacher gave homework and required students to submit their assignment via WhatsApp and Instagram. In addition, the challenges that the teacher faced when implementing social media as a learning medium were internet connection, student's disruption, and student's plagiarism.

Keywords: Social Media Implementation, Teacher Challenges, Teaching Speaking skills.

MOTTO

“Life is a beautiful struggle. “

There is no such thing as an easy struggle, but it is made far more difficult if you do not struggle. Make that struggle beautiful so that you'll always be motivated to fight.

–Desi Prameli Nia–



DEDICATION

*I dedicate this thesis to my family,
They are my parents, Mrs. Menik Pamuji and Mr. Tajri,
who always provide encouragement.
Also for my beloved family.
My husband Mr. Fajar Sumarno and my dear son Ryuga Musyaffa Elghifari,
who are always the reason for the completion of this thesis.*



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CHAPTER I

INTRODUCTION

In this introductory chapter, five topics were discussed, including background of the research, key terms definition, research question, research aims and significance, and paper organization.

A. Background of the Research

Teaching English in foreign language is challenging, especially in teaching English Speaking Skills. Sukma (2022) stated that speaking is a difficult subject especially for junior high school students who are transitioning from elementary to junior high school, where they must learn all four skills. According to certain research there are several factors of students' difficulties in learning speaking in English subjects. Zarrinabadi et al. (2014) argued factors that inhibit students' speaking abilities include a negative classroom environment, unfamiliar themes, a large number of students, and peers who discourage the use of English both inside and outside of class. In addition, the study by Irma (2020) revealed various obstacles that teachers have when teaching speaking, including, difficulties in teaching method with and material selection, students' lack of confidence, vocabulary, and pronunciation. To conclude, teaching speaking skills is difficult.

In teaching and learning English, speaking has an important role. Mastery speaking skills means the easy way to communicate with others. According to Sukma (2022), one of the reasons for the student's weak speaking skills is incorrect learning medium. In the teaching and learning process a teacher not only teaches speaking in the proper approach and method, but also using the best teaching media. One of the media can be used is Social Media Platform.

Raut & Patil (2016) stated that Social networking has a significant role in various aspects of life, including politics, economics, and education. In addition, the integration of social media into educational practices has become increasingly relevant in the modern digital era. Teaching and learning are no

longer limited to the classroom with the use of technology (Hashim, 2018). Agustinadewi et al. (2021) stated that Social media platforms, including Facebook, Instagram, Telegram, Zoom, WebEx, WhatsApp, YouTube, and others, have been utilized as efficient educational resources.

Nowadays humans can't get rid of smartphones. In this digital age, smartphones have become an important thing to support daily activity. Every aspect of technological progress has a role to play in facilitating human mobility. From adults to children; everybody's using smartphones. The present generation is even more skilled in using technology than the previous generation. They're commonly referred to as Generation Z. According to Rothman (2014), Generation Z (Gen-Z) refers to those born between 1995 and 2010. In addition, Hashim (2018) explained Generation Z is unique in that they were born with the debut of the graphical web, mobile devices, and cloud computing. In Her research, Hashim also mentioned that the gen-Z has different learning characteristics. Gen-Z requires quick delivery of material with complex graphics. They are kinesthetic, experiential, and prefer to learn through hands-on activities rather than reading text. They favor random access, graphics-first, and connected activities. They prioritize speed and instant gratification (Hashim, 2018). Based on their characteristics above, teachers can change their learning strategies by using technology-based learning media, one of which is a social media platform.

Social media sites such as YouTube, Instagram, TikTok, WhatsApp, and Facebook are well-known among Indonesia's Generation Z. These are the social media platforms they use in everyday life. These social media are used not only as a means of communication between individuals. They use social media for a variety of purposes, including pleasure, making new acquaintances, and finding a reference source for studying. It is in accordance with Raut & Patili (2018) that stated students utilize social media for a variety of reasons, including education and fun. It offers instant access to information.

Furthermore, Social media also opens up great opportunities for English learners to communicate with native speakers.

Several previous studies have discussed the use of social media in teaching speaking. Such as the study from Shafrina (2021), that focused on students' speaking performance and the implementation of social media on the students' speaking performance. The result of this research was that social media can help students with speaking and communicating. In addition, the study by Fauzan (2019) discussed the implementation of mobile social networking methods to improve the students' ability to speak. The result of this study was that social media can improve students' speaking skill. Furthermore, the study from Rohmah (2023) focused on the students' strategies in using social media in learning speaking. The result of this study shows that YouTube is the most frequently used social media platforms in learning speaking skills. In addition, there are several strategies used by the students such as goal planning, having an online partner, habituation, shadowing, and self-talk. The difference between this research and several previous studies is that this research focused on the implementation of social media in teaching speaking skills and also on the challenge of using social media as a learning medium.

Based on preliminary observations, SMP Negeri 2 Karangreja is unique in learning English, namely the use of social media as a learning medium. This started with the COVID-19 pandemic which forced students to study from home. Since then, when learning has returned to the classroom, teachers have used social media as a medium for learning English. Apart from that, this is considered effective in improving students' English language skills, especially vocabulary and speaking skills. From the interview results, one of the teachers stated that the use of social media was able to help students increase their motivation. Additionally, the teacher believes that social media is useful as a teaching tool.

This study focused on discussing the implementation of social media in teaching speaking skills and the challenges of social media as a learning

medium in teaching speaking. Furthermore, the researcher took the title “The Implementation of Social Media in Teaching Speaking Skills for VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga.” The aim of this study was to explore how the teacher implements social media in teaching English speaking skills and to describe the challenges that the teacher faces in teaching and learning speaking through social media as a learning medium.

B. Definition of Key Terms

The definitions of the concepts used in this study are provided to improve comprehension and prevent misconceptions. The terms used in this study have been defined as follows:

1. Implementation

Implementation is the action of carefully planned strategy. Palinkas and Soydan (2012) describe implementation as a set of acts that apply a program or intervention to effect change. Implementation research aims to improve the quality and efficacy of health services by systematically implementing evidence-based strategies (Eccles & Mittman, 2006). To summarize, Implementation is the application of an action that has been made systematically to obtain changes or results from a certain goal.

2. Social Media

Social media is defined as web-based programs that enable sharing, relationships, groups, conversations, and profiles (Kietzmann et al., 2011). According to Boyd and Ellison (2008), social media is defined as websites that allow users to create profiles and view their relationships. Furthermore, another definition of social media is "Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence" (Huang & Benyoucef, 2013). As an information system, social media is constructed upon a set of (available) Internet, communication and computing technologies, as well as a set of ideological views about how information should be created, accessed, and distributed (Wolf et al., 2018). To summarize, social media is an information system that is connected to the internet and have a

function for communication and sharing information among users around the world.

3. Teaching Speaking

Speaking is the ability to orally express oneself, participate in discussions, make requests, and initiate discourse (Nunan, 1991). In addition, Hammer (2003) stated speaking refers to the direct processing of information and language. Furthermore, Nunan (2003) explained the definition of teaching speaking is to educate students how to give effective English speeches by using acceptable words and sentences, structuring thoughts logically, using language to express values and judgments, and exhibiting fluency with few unnecessary pauses. To conclude, teaching speaking means teaching students to have an ability to produce English speech properly.

C. Research Question

This research aims to answer the following questions:

1. How does the teacher implement social media in teaching speaking skills for VII Grade Students at SMP Negeri 2 Karangreja Purbalingga?
2. What is the challenges that teacher face when implementing social media in teaching speaking skills for VII grade students at SMP Negeri 2 Karangreja, Purbalingga?

D. Aims and Significances of the Research

The aim of this research was to describe the implementation of social media in teaching speaking skills for seventh grade students at SMP Negeri 2 Karangreja in Purbalingga. Specifically, the aims and significances of the research were explained in detail as follows:

1. Aims of the Research

The aims of this research are:

- a. to explain how the teacher implements social media for students' speaking skills for VII grade students at SMP Negeri 2 Karangreja, Purbalingga.
- b. to describe the challenges that teacher face when implementing social media in teaching speaking skills for VII grade students at SMP Negeri 2 Karangreja, Purbalingga.

E. Significances of the Research

The significances of the research are:

- a. For the teachers

For the teachers, the significance of this research are to find out the effective strategy in teaching English speaking skills and to understand how social media utilization gives an impact for students' speaking abilities.

- b. For the future research

This research can be used as a reference for future research by developing other aspects. It could be other language skills such as reading, writing or listening.

F. Organization of the Paper

The researcher arranged a systematic discussion to make it easier and to find out what is contained in this research. This research will contain five chapters as follows: Chapter 1 (Introduction), Chapter 2 (Theoretical of Study), Chapter 3 (Research Method), Chapter 4 (Finding and Result), and Chapter 5 (Conclusion).

Chapter I is Introduction. This chapter discussed about background of the study, conceptual definitions, research questions, objectives and significance of the research, literature review or previous study, theoretical framework, research methods, and structure of the research. This section is important to introduce the contents of the research.

Chapter II discussed theories of social media implementation for students speaking skills in VII grade.

Chapter III explained the research method that consists of several points as follows: research design, research location, subject of the research, the object of the research, instruments for obtaining data, collecting data technique, and analyzing data technique.

Chapter IV discussed the result and discussion about the implementation of social media in teaching speaking skills for VII grade students at SMP Negeri 2 Karangreja Purbalingga.

Chapter V explained the conclusion and suggestion for the research. This chapter will summarize the research result.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoretical framework that used in both of this research and the previous research.

A. Teaching Speaking Skills

1. Definition of Teaching Speaking

Many second language and foreign language students need to master speaking skills in English (Richard, 2008). According to Safitriani & Jayadi (2021), speaking is generally understood to be the act of communicating one's intentions (thoughts, ideas, or hearts) to others through spoken words. Nunan (2003), defined teaching speaking is teaching students how to deliver persuasive English speeches by employing appropriate words and phrases, logically organizing their ideas, expressing values and judgments through language, and speaking fluently with minimal needless pauses. In addition, Pratama & Awaliyyah (2015) stated the purpose of teaching speaking is to improve communicative efficiency. Furthermore, to help students develop communicative efficiency in speaking, teachers might utilize a balanced activities strategy that incorporates language input, organized output, and communicative output (Richard, 2008).

2. Types of Teaching Speaking

Brown (2001) explained six types of classroom speaking performance as follows:

a. Imitative

Students learn intonation contours and vowel sounds, with a focus on specific language form components. Drills assist children to listen and repeat difficult linguistic strings.

b. Intensive

Intensive speaking extends beyond imitation to include any speaking performance intended to practice a phonological or grammatical component of language. Intensive speaking can be launched independently or as part of a pair work activity in which learners are "going over" specific forms of language.

c. Responsive

A significant portion of student speech in the classroom is responsive: brief responses to teacher- or student-initiated queries or comments. These responses are typically adequate and do not expand into conversations.

d. Transactional (Dialogue)

Transactional language is a more advanced type of responsive language that is used to express or exchange specific information. Conversations, for example, may be more of a negotiation than a response.

e. Interpersonal (Dialogue)

Interpersonal discourse is used mostly to maintain social relationships rather than to provide facts and information.

f. Extensive (Monologue)

Students at the intermediate to advanced levels are asked to deliver extended monologues in the form of oral reports, summaries, or short speeches. The register used here is more formal and deliberate. These monologues can be prepared or spontaneous.

3. Principles of Teaching Speaking

Furthermore, Brown (2001) stated several principles for designing speaking techniques as follows:

- a. Use strategies that address the wide range of learner needs, from language-based correctness to message-based interaction, meaning, and fluency.
- b. Provide strategies that are organically motivating.
- c. Encourage the use of authentic language in a relevant setting.
- d. Give appropriate criticism and corrections.
- e. Utilize the natural link between speaking and listening.
- f. Allow kids to initiate spoken conversation.
- g. Encourage the formation of speaking strategies.

4. Methods in Teaching Speaking

According to Safitriani & Jayadi (2021) there are several methods of teaching speaking skills as follows:

- a. Direct Method

The direct method is a teaching approach where the teacher directly uses the foreign language as the language of instruction, without using the students' language. This method helps students practice their tongue skills and motivates them to learn English easily and enthusiastically. It can be likened to a mother teaching her children to pronounce words, eventually understanding their meaning.

Direct Method Steps: a) Preparation phase: The teacher discusses the lesson's background knowledge, importance, and prepares pupils for learning. b) Demonstration phase involves the teacher demonstrating abilities or presenting information step by step. During the guided training phase, teachers plan and provide first direction. c) During the feedback phase, the teacher assesses the students' performance and provides feedback. d) The independent further training phase involves teachers preparing opportunities for additional

training, with a focus on adapting to complicated situations and daily life.

b. Natural Method

The natural method involves students learning their mother tongue through a sequence of lessons, starting with listening, then conversation, reading, writing, and grammar. It introduces simple words and objects, using props and dictionaries for easy explanation and vocabulary growth. Natural methods focus on listening, speaking, pronunciation, grammar, and communication skills through class discussions, visual aids, and games, enhancing learning through interactive methods and interactive activities.

c. Conversation Method

The Conversational Method, along with the Direct Method and Natural Method, is the primary method for teaching and learning foreign languages.

d. Phonetic Method (hearing and speaking)

The Phonetic method combines Natural and Reading methods, focusing on ear and speaking training through listening exercises, pronunciation exercises, and reading and conversation exercises, presenting foreign language lessons through listening, pronunciation, and reading exercises. Implementing this method involves a teacher reading foreign language readings or using a reading program, ensuring students pay close attention to style, intonation, and facial expressions. The reading series should be arranged for continuous reading, and the lesson can be stopped when mastered. After reading, conversation practice can be done, and teaching aids can be used to clarify speech and conversation. Practical reading and conversational exercises should be provided at the end of each subject matter.

e. Practice–theory Method

The method emphasizes practical language learning, prioritizing practice over theoretical material. It focuses on communicative skills, with grammar taught casually, aiming to enhance students' ability to speak foreign languages. In addition, Practical subject matter begins with everyday conversations in schools and community environments, forming conversational language based on objects and verbs. Advanced subjects develop through theoretical conversations and scientific reasoning.

f. Reading Method

The reading method prioritizes reading, with the teacher reading topics first, followed by students, or sometimes directing them to read a lesson first. The reading method involves the teacher reading the subject matter, appointing students to read, taking turns, and repeating the reading, especially in first grades. The teacher records new vocabulary words on the blackboard and notebooks until the assigned topics are completed.

g. Oral Method

The oral method, similar to phonetic and reform methods, focuses on oral exercises to improve fluency, harmony, and spontaneity in speaking foreign languages. This method focuses on improving spoken language fluency and ability through exercises on the sound system, esophagus, tongue, and writing. It aims to teach the language, not just about it, to enhance direct communication and comprehension.

h. Pattern-practice Method

This method focuses on teaching students to practice sentence patterns and vocabulary material, gradually arranging them from easy to complex, and actively saying and doing them until they become a habit. The teacher should be bilingual, mastering two or more languages, such as Arabic and Indonesian. They compare words, pronunciation, meaning, and sound in both languages, and teach

sentence patterns. Practice and repetition are crucial for students to understand and memorize sentence patterns. Additionally, they should be trained in listening to improve hearing sensitivity.

5. Techniques in Teaching Speaking

In teaching English Speaking skills, teachers should have good techniques. Safitriani & Jayadi (2021) stated that inaccurate selection and application of teaching approaches can reduce students' learning motivation. More specifically, Safitriani & Jayadi (2021) described many techniques that teachers might utilize in English speaking courses as follows:

a. Discussion

Discussion is a teaching technique that fosters interaction in language activities, particularly speaking. It involves talking among two or more people, preferably face-to-face, aiming to work together towards group objectives. The purpose of the discussion should be set by the teacher, ensuring students focus on the topic. Group discussions can be organized into agree or disagree, with groups of 4 or 5 working on specific topics and presenting their results in front of the class.

b. Role-play

Role-play is a method that simulates the behavior of a character, aiming to train students in narration, English language practice, and communication skills. Students pretend to be in various social roles, learning to imitate their speech and thoughts. This method is effective for learning English conversation and making dialogue delivery more striking.

c. Simulation

Simulations are more complex than role-playing games, allowing students to create a realistic environment and take on different roles. They entertain and motivate students, increase self-confidence, and

focus on outcomes. Simulations allow students to experience content material directly, providing a concrete experience that helps them understand the summary through analogy. Both simulations and role-playing offer advantages in education.

d. Storytelling

Storytelling is a technique that involves setting scenes, events, and dialogue, using a presenter's style, intonation, and aids to attract listeners. It is often used in teaching and learning, particularly for beginners or children, to practice listening skills in a fun way. Factors like eye contact, facial expressions, and props influence the storytelling process.

e. Story Completion Techniques

Story Completion is a fun method where students narrate a story from the point where the teacher stops, adding characters, events, and descriptions. This encourages creativity and imagination, with each student motivated to continue the story despite making mistakes. The teacher starts the story before the students begin.

6. Teacher Strategies to Increase Students' Speaking Skills

Teacher has an important role in enhancing Students' speaking skills. Teachers can help students gain confidence in strengthening their English speaking skills by employing the appropriate strategy. Additionally, Safitriani and Jayadi (2021) argued that students can increase their language proficiency and self-assurance by employing methods such as sharing enjoyable stories, making announcements, and utilizing language to learn the language. According to Safitriani & Jayadi (2021) stated two strategies that teachers can implement to develop speaking skills in students as follows:

a. Learning tells about the most memorable experiences.

Memorable experiences are hard to forget and impressive, attracting students' attention. Teachers can use interesting topics and media like pictures on LCD to engage students, with phases including:

- a) Tell Phase. In this phase, the teacher initiates the lesson with a brief talk, relating to their own experiences, such as trips, movies, and sporting events, to engage students and make the conversation interesting.
 - b) Narrative Phase. In this phase the teacher uses an LCD screen to display photos of impressive events, attracting students' attention, and then outlines the learning objectives for students to achieve, demonstrating the benefits of achieving these objectives.
 - c) Prepare phase. In this phase, the teacher assigns students to ask and answer questions about memorable experiences, such as holidays, with their classmates. They must draft questions about their vacations, their experiences, feelings, and benefits, using every day conversational language.
 - d) Repeat phase. In this phase, the teacher assigns students to form groups of three to five, repeating question and answer activities, providing opportunities for practice and presentation with friends.
 - e) Wear phase or mixed activity. This phase involves students forming groups of six or more to share memorable school holiday's experiences. This phase provides practice with new friends, helps students memorize conversation material, and helps them speak appropriately, use vocabulary fluently, and have appropriate expressions. It also aims to improve students' fluency and expressions.
- b. Learning how to deliver announcements.

The strategy involves delivering announcements through discussion, question and answer, jokes, group formation, and video delivery. Teachers can use individual performance tests for

assessment, incorporating humor and group formation to engage students. Furthermore, the teacher can engage students by asking about their experiences and daily school activities, and using jokes about successful and unsuccessful learning outcomes to spark interest in learning. In addition, the teacher assigns students to form groups of four to six people, ensuring heterogeneity in ability and gender. They watch two videos of an announcement, one good and the other bad, and then assign students to review the videos, comparing ideas, vocals, pronunciation, gestures, and expressions.

B. Teaching Media

1. Definition of Teaching Media

According to Andriani (2022), teaching media is a tool that we can use to transmit messages; it can inspire attention, curiosity, and students' thoughts and feelings in learning activities in order to attain learning objectives. Learning media refers to anything that can be used to deliver a message to students in order to activate their emotions, thoughts, willingness, and attention while also promoting learning. Furthermore, Hikmah (2019) noted that learning media may be defined as a communication medium employed in the communication process, with learning media playing a vital part in delivering learning messages. According to the description provided above, teaching media is a tool used by teachers to assist students in the learning process.

2. Function of Teaching Media

Teaching media is important for motivating students to understand the subject presented by the teacher. The learning process requires appropriate media to improve the learner's desire to learn while also creating an enjoyable environment (Hikmah, 2019). According to Andriani (2022), learning media will become a more effective and efficient support tool in accomplishing learning objectives when used correctly throughout

the learning process. Furthermore, the goal of employing learning media in the learning process is not only to complete the learning process and draw students' attention, but also to facilitate the teaching and learning process and thus improve the quality of teaching and learning (Hikmah, 2019).

According to Baidawi (2016), teachers and students can overcome learning problems with the use of teaching media. The media serve four functions. They are listed below:

- a. Students might be captivated by media and inspired to learn more.
- b. Students can learn material more effectively and have a deeper understanding of it by using media, which helps them better grasp the required competencies.
- c. By utilizing a range of teaching techniques as opposed to merely spoken instruction, teachers and students can avoid being bored or worn out.
- d. As students watch and participate in additional learning activities in addition to listening to teachers explain things, media can motivate them to do so.

The media is a useful tool for learning English. In addition to helping to improve the quality of English learning, media can also help to simplify and perfect the language learning process, decrease the use of mother tongue or first language, increase students' motivation and interest in learning, explain new concepts in a way that students can understand them easily, equalize perception, and improve the new concept's ambiguity.

3. Types of Teaching Media

According to Mahajan (2012), there are numerous forms of teaching media, including:

- a. Graphic media refers to any type of printed media. Books, photos, photographs, maps, charts, posters, graphs, and diagrams are only some examples.

- b. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, used to display information in a small group setting.
- c. Three-Dimensional Media: A material has a three-dimensional shape. Examples include models, artifacts, specimens, and puppets.
- d. Projected media is a sort of media in which messages are presented using a projector. Examples include slides, filmstrips, transparencies, films, videocassettes, gramophones, and records.
- e. Audio Media refers to media that can only be heard. Radio, audio cassettes, gramophones, and records are all examples.
- f. Video media includes both auditory and visual aspects, such as television, videocassettes, CDs, and computers.
- g. Activity Media refers to any type of media that can be utilized to perform a specified activity. Examples include field trips, dramatizations, presentations, and role-playing.

4. Media in Teaching Speaking

There are several kinds of teaching media in teaching speaking skills as follows:

a. Visual Media

According to Baidawi (2016), the definition of Visual aids in visual instruction refers to any image, model, item, or instrument that provides pupils with a real-life visual experience. In addition, visual aids attempt to: present and clarify concepts to students, develop desired behavior, and promote ongoing engagement (Sujana & Rivai, 2009).

Specifically Baidawi (2016) explained several kind of visual media such as Printed Media. Printing processes create various media like English text books, magazines, newspapers, journals, bulletins, and dictionaries, which are essential for teaching English by providing

knowledge and enjoyment from diverse sources. Additionally, graphic media, including photographs, graphics, pictures, maps, models, games, puzzles, wall charts, comic scripts, flash cards, brochures, and posters, are also types of printed media.

The second is Realia. Realia are real objects used as teaching media in classrooms, including calendars, puzzles, restaurant menus, maps, and hand-puppets, serving as visual teaching tools. Number three are Overhead Transparency (OHT) and LCD Projector. OHT and LCD Projector media enable teachers to write, describe, or explain to students, particularly in English learning, by presenting video and pictures.

b. Audio Media

Audio media, including as radios, tape recorders, and audio compact discs, help students learn by producing voice, allowing them to discern tone and pronunciation without the presence of a live native speaker (Baidawi, 2016).

c. Audio Visual Media (AVM)

Reddy (2008) provides the following definition: "audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.". According to Madhuri (2013), AVM tools for students can improve speaking skills several times over, more than other methods. AVM can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

According to Reddy (2008), audio-visual aids offer twelve advantages: The benefits of using multiple senses include increased student activity, increased freedom, improved attention, opportunities to manipulate materials, and increased motivation. Demonstrations provide students with hands-on experience. They are simple to

understand. They reduce unnecessary words and phrases, improving participation and accuracy in learning. They can train students in scientific methods and attitudes. They encourage students to ask questions and explore further.

There are several forms of AVM in teaching speaking skills such as Film: Watching movies with the same subtitles as the players can help students identify and pronounce English text directly from the native speaker, making it an effective way to learn English pronunciation. Another forms of AVM in teaching speaking skills is Smartphone. Smartphone is a tool to access internet networking. With the internet, students can open social media applications such as TikTok, YouTube, and also Instagram to learn English. There are several benefits of using social media. One of the examples is to train the students for making a vlog.

5. Technology Media in Teaching Speaking

Moreover, in this digital age, technology also helps to improve the quality of teaching media. In today's world, media-based technology is commonplace. Andirani et al. (2022) proposed that multimedia technology can be employed as educational tools in the classroom. The internet improves learning through independence, speed, feedback, affordability, affectivity, and productivity (Andriani et al., 2022). Furthermore, Fussalam et al. (2019) feel that technological tools can assist students enhance their language skills, such as speaking ability. Furthermore, Fussalam et al. (2019) stated that the internet, podcasts, video conferencing, movies, and voice recognition software are the most effective resources for training speaking skills.

Technology is revolutionizing information processing, leading to a shift in learning methods. As new technologies emerge, global learning opportunities become more accessible (Safitriani & Jayadi, 2021).

According to Safitriani & Jayadi (2021) explained several technologies that teachers can apply in learning activities as follows:

a. Internet

The internet, a global computer network, facilitates information dissemination and exchange across geographical boundaries. It serves as a communication tool and has potential applications in foreign language learning, including English. In addition, the internet offers numerous learning materials, games, and quizzes for students to improve their speaking skills, enabling them to connect with friends, teachers, and native speakers. On the other hand, Slow internet connectivity, teacher skills, expensive installation and access charges, and insufficient material matched to children's developmental levels are some of the internet's limitations in classroom applications, notably for English learning, which pose obstacles for instructors

b. Podcasting

Podcasts are audio recordings of discussions on specific topics, accessible anytime and anywhere, allowing users to choose their preferred topics, repeat them, and skip parts they do not enjoy. Podcasts provide audio files in the desired language for learning purposes, covering pronunciations and accents in English. They aid in class activities, enhance speaking skills, and serve as entertainment and education.

c. TELL

TELL, or Technology Enhanced Language Learning, uses computer technology to improve language teaching and learning, not as a stand-alone approach, but rather as an auxiliary to established teaching methods. TELL media includes audio, film, images, text, emails, and chatting, and can be used in various forms such as radio broadcasts, interviews, and full-length feature movies.

d. Speech Recognition Software

Automatic speech recognition (ASR) is a technology that enables computers or mobile phones to recognize and understand spoken words by digitizing the word and matching it with a stored pattern, resulting in written or readable results. In addition, Speech recognition software can enhance English conversation learning applications, enhancing users' verbal skills and increasing the demand for various English language learning media, thus enhancing the overall learning experience. Furthermore, Automatic speech recognition is an Android app that uses voice input for word search and location search, converting words to text and text to sound, and performing commands on the device. This software enhances students' speaking skills by converting spoken forms into machine-readable input, evaluating comprehension, grammar, pronunciation, and providing correct forms (Parveen, 2016).

C. Social Media Utilization

1. Definition of Social Media in Education

The phrase "social media" refers to interactive media platforms (Manning, 2014). Social media is based on personal connections and interactions. It empowers individuals to share, fostering greater global connectivity (Raut & Patil, 2016). Therefore, according to Kaplan and Hanline (2010), social media as Internet apps that employs Web 2.0 technologies to create and share user-generated content. Denise (2011) defines social media as digital platforms that prioritize content exchange over communication and interactions.

2. Social Media in Education

Social media allows children to connect with people from all over the world; including those they would never meet otherwise (Raut, & Patil, 2016). Teenagers and young adults use social media sites to interact

with friends, share information, reinvent their personalities, and promote their social life (Boyd, 2007). Many websites aim to provide consumers with a sense of social connection and community, even if they are alone at home (Coyle & Vaughn, 2008). In addition, Coyle and Vaughn (2008) suggest that participants may connect with people they know from school, work, or organizations, as well as strangers from all over the world.

Social media is not only used by professionals and elders, but also by students in educational settings (Raut & Patil, 2016). Social media learning activities involve connecting with peers, commenting on each other's work, collaborating, and creating projects through platforms such as microblogging, social networking, media sharing, and resource sharing (Zghein & Dabbagh, 2020). Zachos et al. (2018) stated the benefits of using online social networks (OSNs) such as Facebook and Twitter in education include supporting student formal and informal learning, exposing students to new perspectives for learning through virtual communities, and improving student communication and collaboration.

3. Types of Social Media

Kitsantas and Dabbagh (2010) and Dabbagh and Reo (2011) divided social media technologies into the following categories:

- a. Delicious, WordPress, PbWorks, and Twitter are examples of experience- and resource-sharing tools.
- b. Flickr and YouTube are examples of media-sharing tools.
- c. Facebook and LinkedIn are examples of social networking tools.
- d. Email and Skype are examples of communication tools.

There are several social media platforms that commonly use in Indonesia as follows:

- a. YouTube

YouTube offers a variety of videos suitable for EFL classroom use (Nasution, 2019). According to Almurashi (2016), the usage of

YouTube in English language instruction plays a significant role in helping students understand their English classes. Furthermore, Watkin & Wilkins (2011) stated using YouTube within or outside the classroom can assist students improve their speaking, listening, and pronunciation skills. Additionally, Nasution (2019) argued that YouTube videos can be used to enhance cultural lessons, expose students to global English, and promote true vocabulary growth. Moreover, According to Riswandi (2016), using YouTube videos can improve students' speaking skills and motivate them to learn English. Specifically,

Nasution (2019) in his paper explained the speaking exam scores met the success criteria. Students were engaged in learning activities and very motivated to use YouTube-based films in their speaking lesson. The video format, which includes both visual and audio elements, helps improve pupils' pronunciation, vocabulary, and sentence structure. To conclude, YouTube is one of the social media platforms that we can use in teaching speaking skills.

b. Instagram

Instagram's main menus and features, such as take photo, home page, news, feed, and popular, can be utilized as an English learning media to enhance students' English language skills through live broadcast, quiz, direct message, highlight, and image upload (Mulyana, 2024). He further explained that to help students enhance their speaking skills, teachers can use story, live, or reel features. In his paper, Mulyana (2024) also stated that Instagram is a valuable social media tool in both communication and education, particularly for teaching English language. Its features enable teachers to create innovative learning methods, motivate students, and foster interest and confidence in improving their language skills, thereby enhancing their overall learning experience.

c. TikTok

TikTok, a Chinese social media platform based on short videos, was founded in 2016 by Zhang Yiming and is now owned by ByteDance (Darvin, 2022). TikTok has been utilized in Indonesia since 2017. At the time, just a few people used this program. Nonetheless, in recent years, about half of Indonesians have used TikTok (Yulita & Hertiki, 2023). Additionally, Xiuwen and Razali (2021) emphasize TikTok's ability to improve students' speaking skills through engaging activities and watching native speakers' videos.

According to Yulita & Hertiki (2023), TikTok serves as supplementary learning material for EFL students, providing them with additional exposure to language and practice opportunities. They further stated, this academic support enhances the curriculum and can be found in various forms such as newspapers, slides, electronic recordings, and computer applications. Students have reported better understanding of material through watching videos on TikTok. Furthermore, Yulita & Hertiki (2023) explained that TikTok's interactive capabilities, including voice and video recording, stitching, and duets, help involve students in the learning process.

d. Facebook

Facebook is a popular social networking site that has developed into a versatile tool with significant educational potential, beyond its original use as a means of communication for college students (Barrot, 2018). Additionally, Facebook is currently a dynamic platform that allows users to exchange multimedia information, engage in debates, and cooperate on various themes (Widodo & Slamet, 2021).

In addition, Wahyuni (2024) suggested that integrating Facebook into educational practices capitalizes on students' existing

social media habits, increasing their motivation and interest in learning activities. He further stated that Facebook's capacity to share multimedia content, including images and videos, promotes creativity and communication. Using Facebook's features successfully can help educators develop inclusive and dynamic learning environments that cater to varied learning styles and preferences, resulting in deeper engagement and meaningful learning results for students (Barrot, 2018).

e. WhatsApp

According to Albogami & Algethami (2022), WhatsApp is a social media platform for messaging that allows users to share videos, photos, audio calls, and text messages. (Albogami & Algethami (2022) in their research have demonstrated the use of WhatsApp in teaching speaking skills through WhatsApp groups. They further explained in early 2020, a nine-week teaching intervention period was implemented, involving fifteen participants in a WhatsApp group. In their research, the participants were asked to voice chat on 17 topics, with the teacher posting the first message. Participants were encouraged to provide more explanations and examples. A competition was held at the end of each topic, with the winner announced. The teacher was supportive and provided general feedback on language production without mentioning specific names or errors, creating a conducive virtual learning environment. Furthermore, their research found that WhatsApp is one of the media for speaking learning that can help increase motivation and reduce students' fear in speaking lessons.

4. The Advantages and Disadvantages of Social Media as a Learning Medium

According to Neelakandan et al (2019) suggested a negative impact of social media as a learning medium as follows:

a. Reduced Learning

Today, students rely on the availability of data via web-based networking media expressly and online in general to provide answers; this can reduce the focus on learning and data storage.

b. Poor Academic Performance.

Students who attempt to do many tasks while also monitoring online networking sites demonstrate poor academic performance. The distractions provided by YouTube, Facebook, and Twitter significantly reduce their ability to focus on the task at hand.

c. Privacy

The amount of private data available on the internet as well as the perceived anonymity of the internet, has led students to disregard the need to channel the material they publish.

Raut & Patil (2016) stated the positive impact of social media as learning medium as follows:

a. Google and education. Google's technologies have aided the education of nearly 20 million students.

b. Because students spend so much time working with new technology, they get more comfortable with computers and other electronic devices.

c. With an increased emphasis on technology in education and business, students will be able to develop abilities that will serve them well throughout their life.

d. Talents were identified faster; students who were strong at programming got their names out there quickly, while students who

were good at music got their videos out there and circulated, bringing them to their dreams.

- e. Many students were able to notify the public about their troubles through the use of social media, which raised awareness and helped solve a number of problems.
- f. The ease with which a student can personalize their profile raises their awareness of fundamental design and layout concepts that are rarely taught in schools.
- g. The simplicity and quickness with which users can share photos, videos, or tales has led to an increase in creative work sharing.

D. Previous Research

This section describes a number of earlier studies that were connected to this topic. The previous study is important to prevent similarities and differences between research topics. Therefore, the following are a previous research with similarities and differences.

The first previous study was conducted by Shafrina (2021) entitled "The Use of Social Media on the Students Speaking Performance." This study examines the implementation and finds out how social media is applied to the students speaking performances. The result of this study showed that the kind of social media used is YouTube, Instagram, WhatsApp, and also Facebook. Another result was that social media can improve students' speaking performance. This research employed a qualitative descriptive approach. Further, the similarities of both the research were that this research used a qualitative approach and used social media as the object of the research. In addition, the difference between the author's research and this previous study is that the author's research not only focused on implementing social media in teaching speaking but also discussed the challenges that the teacher faces when teaching English speaking skills using social media as a learning medium.

The second study was conducted by Fauzan (2019), entitled "Improving Students' Speaking Ability through Mobile Social Networking." This research aims to examine whether mobile social networking improves speaking correctness and fluency among tenth grade students at SMAN 8 Makassar. This research used a quantitative approach. The result of this research showed that mobile social networking can improve students' speaking ability. Further, the similarities of both research were social networking or social media as the object of the research. In addition, the distinction between the authors' research and the previous research was that the previous study used a quantitative approach, while the authors' research used a qualitative approach to narrative techniques. Another distinction of both researchs was that the author discussed the implementation of social media in teaching speaking skills and the challenges faced by the teacher in the implementation.

The last study was conducted by Rohmah (2023) entitled "Students' Effort in Using Social Media as the Strategy for Learning Speaking." The purpose of this research was to discover and investigate students' strategies for improving their speaking skills through social media. Furthermore, these studies aimed to identify the many types of social media that students utilize. The findings of this study revealed that students use a variety of strategies, including goal planning, having an online partner, habituation, shadowing, and self-talk. This research suggested that YouTube is the most popular social media platform for learning how to speak. Further, the similarities of both researchs were social media as the object of the research. In addition, the distinction between this research and previous study is that the author discussed the use of social media in general in teaching speaking skills and identified the challenges of teachers when teaching speaking skills using social media. Moreover, another distinction between the two researchs was that the previous research used students as the subject of the research, while the authors' research used the English teacher as the subject of the research.

BAB III

METHODOLOGY

This chapter discussed the research methods. This chapter explained about research design, data sources, data collection techniques, data analysis techniques, and data validation.

A. Research Design

This research used a qualitative descriptive method. According to Creswell (2014), qualitative methods are methodologies used to describe, examine, and interpret meaning that is assumed to emerge from a group of people involved in social or human problems. According to Moleong (2013), qualitative research aims to understand and describe the experiences of research subjects, including their perceptions, motivations, and actions, in a natural and beneficial context using scientific methods. Miles & Huberman (1994) suggest that qualitative descriptive methods are effective for gaining a thorough knowledge of a phenomenon or occurrence by providing detailed and systematic descriptions. The aim of this study was to find out how the teacher implements social media in teaching English speaking skills for VII grade students at SMP Negeri 2 Karangreja, Purbalingga.

B. Research Site and Participant

This research was conducted at SMP Negeri 2 Karangreja, Purbalingga. This school is located in Jl. Raya Kutabawa-Karangreja, Kutabawa, Kec. Karangreja, Kab. Purbalingga, Central Java Province. The reason SMP Negeri 2 Karangreja was chosen as the research location was because this school has a unique feature, which is the use of social media as a learning medium. The teacher had begun integrating social media into the teaching and learning practices. The teacher provides a relevant and practical setting to explore how the implementation of social media affects students' speaking skills. The teacher informed us that using social media can increase students' vocabulary

knowledge, students' motivation, and students' confidence in learning speaking skills. From the interview results, one of the teachers stated that the use of social media was able to help students feel confident in speaking. The teacher also revealed that students were more motivated to learn English with social media as a learning medium. Additionally, the teacher believes that social media is useful as a teaching tool. Further, the participants of this research were an English Teacher and the students of Class VII A and Class VII C with a total of 72 students in two classes. To provide a more detailed description, the data can be found in the table below:

Table 3.1 Research Participants

Participants	Total
English Teacher Class VII	1
Class VII A	36
Class VII C	36
Total number of participants	73

C. Object and Subject of the Research

The subject of this research was the English teacher who teaches in class VII SMP Negeri 2 Karangreja Purbalingga and 72 students in class VII A and class VII C at SMP Negeri 2 Karangreja, Purbalingga. Both of the subjects were important in this study to explore the implementation of social media in teaching speaking skills. By comparing both of the subjects, we can conclude whether the information that is true or not. Furthermore, the object of this research focuses on two major issues such as the implementation of social media in teaching English speaking skills and the teacher challenges in teaching speaking skills through social media as a learning medium.

D. Data Collection Techniques

Data collection techniques are an important aspect of the research. The data collected will be examined and processed to produce study findings. According to Sugiyono, there are 4 types of data collection techniques in qualitative research as follows:

1. Observation

Observation is an activity carried out to obtain data. This activity takes the form of observing the subjects and objects of research. Scientists may only work with data, namely facts obtained through observation; through observation, investigators learn about behavior and the meaning linked with it (Nasution, 2018). According to Krismony et al. (2020), in participant observation, the investigator watches what people do, listens to what they say, and participates in their activities. In this research, the observation aims to collect information about the teaching and learning of speaking skills through social media at SMP Negeri 2 Karangreja, Purbalingga. In addition, the researcher made the observation four times. This aims to obtain complete data so that researchers can describe the implementation of social media in teaching speaking at the school. This observation used instrument observations such as field notes and images documentation. Further, a more comprehensive review of the data found in the table below:

Table 3.2 Research Observation

No	Activity	Date
1.	Observation 1	19 November 2024
2.	Observation 2	23 November 2024
3.	Observation 3	25 November 2024
4.	Observation 4	26 November 2024

2. Interviews

Interviews are personal questions and responses conducted by the interviewer with the respondent to gather necessary information (Sukmawati et al., 2023). According to Esterberg (2018), an interview is a meeting between two people to exchange information and ideas through debriefing, which leads to communication and the creation of shared meaning on a certain issue. Based on the definitions from several experts above, it can be concluded that an interview is a meeting between a source and a questionnaire to explore and obtain information related to a certain topic.

The aim of the interview in this study was to learn about the teacher's teaching methods using social media as a learning medium. Furthermore, the interview includes comprehensive information regarding the teacher's challenges in teaching speaking skills through social media.

Furthermore, in this study, the researcher used a semi-structured interview. Semi-structured interviews are typically planned in advance at a specific time and place apart from regular events and are frequently the only source of data for a qualitative research study. Typically, they are structured around a series of pre-planned open-ended questions, with additional questions arising during the interviewer-interviewee conversation. The most popular interviewing approach for qualitative research is semi-structured, in-depth interviews, which can be conducted with individuals or in groups (Dicco-Bloom & Crabtree, 2006). Semi-structured interviews typically take anywhere from 30 minutes to several hours to complete and are only done once for a person or group. In this study, the researcher was chose the teacher and the students of class VII as the respondents. The interview was conducted at 26 November 2024.

3. Documentation

Zuriah (2009) defines documentation as the process of gathering data from sources such as archives, books, theories, arguments, and legislation relevant to a research topic. According to Fiantika et al. (2022), the document can be utilized as a record of previous activities, activities, or events that have been recorded and archived. Furthermore, Fiantika et al., (2022) explained whether the document could be a written, painted, or monumental work of someone. This research documentation was obtained from SMP Negeri 2 Karangreja in Purbalingga. In addition, the documents used in this study, such as lesson plans, syllabus, teaching materials, and media used by the teacher. The documentation aims to obtain information regarding teacher plans in the teaching and learning process.

E. Data Analysis

Data analysis was used to process data obtained from the research. In addition, data analysis was a technique for processing data obtained during research through data reduction, data display and verification. According to Miles (2014), there are three processes to data analysis:

1. Data Reduction

Data reduction is the process of reducing, summarizing, selecting fundamental items, classifying, and focusing on key items within the same theme and pattern. The reduced data will be more descriptive and easier for researchers to acquire at a later date. The aims of data reduction in this study were to process the data obtained, such as reducing, summarizing, and also selecting the data. In this study, the researcher collected all of the data obtained from interviews with English teachers and VII grade students at SMP Negeri 2 Karangreja Purbalingga. Direct observation in English reduction was guided by the research objectives, with a focus on new findings related to this research topic.

2. Data Display

Data presentation in qualitative research can take several forms, including brief charts, diagrams, inter-category correlations, and flowcharts. In qualitative research, data is frequently presented in the form of narrative text, which is occasionally supported with graphs, matrices, charts, or other visual aids. Data display aims to present the data obtained. In this study, the data presented as narrative text.

3. Verification

Qualitative research generates new results as part of its conclusions. New discoveries may involve descriptions or images of previously unknown objects. In accordance with Sugiyono (2012), the findings can be a description or representation of an object that was previously shady or dark, and once analyzed, it can be causal or interaction links, hypotheses, or theories. This study answered earlier research objects by addressing concerns identified through qualitative research



BAB IV

FINDING AND DISCUSSION

The first chapter mentioned that the purpose of the study was to determine the implementation of social media in teaching speaking skills for VII-grade students at SMP Negeri 2 Karangreja, Purbalingga. The fourth chapter examined the research outcomes in terms of the approach used, which was a qualitative descriptive methodology. The research was conducted from 19 November to 26 November 2024.

In this case, three major issues concerning the implementation of social media in teaching speaking skills to VII grade students at SMP Negeri 2 Karangreja, Purbalingga were discussed. The discussion included the implementation of social media in teaching speaking skills and the teacher challenges in teaching speaking skills through social media as learning medium.

A. The Implementation of Social Media in Teaching Speaking Skills to VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga

This section provides the research findings obtained through observations and interviews. After observing the teacher's process of teaching English speaking skills using social media as learning medium, the information was obtained about the steps of social media implementation performed by the English teacher of VII grade students at SMP Negeri 2 Karangreja, Purbalingga. The information that has been acquired as follows:

1. Social Media Preparation and Student's Preparation

The first steps that the teacher did in implementing social media as a learning medium was prepared. First, the teacher has prepared the social media platforms that were used. Then, the teacher also prepared the students, who brought their phones as a medium to access social media platforms used for learning. At the previous meeting, the teacher instructed the students to bring their phones to the upcoming meeting.

The teacher prefer social media as a learning medium in teaching English speaking skills because it was helpful in his teaching process. Social media can be used for various learning activities. In addition, connecting with peers, commenting on one other's work, collaborating, and developing projects are all examples of social media learning activities (Zghein & Dabbagh, 2020). Social media gives students the ability to collaborate on projects, have conversations, and exchange knowledge, creating a lively and dynamic learning environment (Asdlori and Purnama, 2023). On the other hand, the reason of the teacher was that the students he teaches are Generation Z; who is very close to technological advancements, especially in the use of social media. According to Hashim (2018), Generation Z is distinct since they were born during the rise of the graphical web, mobile device, and cloud computing. Based on the interview result, the teacher believed that social media is the right medium to increase students speaking ability.

Picture 4.1 Lesson Plan

MODUL AJAR BAHASA INGGRIS		MODUL AJAR BAHASA INGGRIS	
1. INFORMASI UMUM		1. INFORMASI UMUM	
Identitas Penulis Modul		Identitas Penulis Modul	
Nama Penyusun	: Briyan Shaga Dwi Sukma, S. Pd.	Nama Penyusun	: Briyan Shaga Dwi Sukma, S. Pd.
Satuan Pendidikan	: SMP Negeri 2 Karangreja	Satuan Pendidikan	: SMP Negeri 2 Karangreja
Tahun Pelajaran	: 2024/2025	Tahun Pelajaran	: 2024/2025
Jenjang Sekolah	: SMP	Jenjang Sekolah	: SMP
Fase/Kelas/ Semester	: D/7 /Genal	Fase/Kelas/ Semester	: D/7 /Genal
Topik	: Self-Introduction	Topik	: Expressions of like and dislike
Alokasi waktu	: 2 x 40 menit	Alokasi waktu	: 2 x 40 menit
b. Kompetensi Awal	: Peserta didik telah mampu memahami berbagai jenis aktivitas dalam Bahasa Inggris	b. Kompetensi Awal	: Peserta didik telah mampu memahami berbagai jenis aktivitas dalam Bahasa Inggris
c. Profil Pelajar Pancasila	: Mandiri	c. Profil Pelajar Pancasila	: Mandiri
d. Sarana dan Prasarana	: Smartphone (WhatsApp, Instagram and Tiktok), papan tulis, buku	d. Sarana dan Prasarana	: Smartphone (WhatsApp dan YouTube), papan tulis, buku
e. Target Peserta didik	: Peserta didik reguler	e. Target Peserta didik	: Peserta didik reguler
f. Model pembelajaran yang digunakan	: Tatap muka	f. Model pembelajaran yang digunakan	: Tatap muka

Furthermore, the pictures above were the lesson plan that the teacher used. In the first lesson plan with self-introduction material the teacher used WhatsApp, Instagram and TikTok as learning medium. In addition, the second lesson plan with “like and dislike expression”

material the teacher used social media platform WhatsApp and YouTube as the learning medium. These were in line with the observation result. During the observation, the teacher used social media platforms Instagram, TikTok, WhatsApp, and YouTube as the learning medium for teaching speaking skills. Based on the interview results, the teacher used these social media platforms because they were easy to use and accessible to students.

“I chose the social media platforms YouTube, WhatsApp, TikTok and Instagram because these social media platforms are very easy to use and access for students. Another reason was because, my students already familiarize with these platforms, so that I hope with these platforms learning objectives can achieve by students effectively.” (Interview with English Teacher, 26 November 2024).

After preparing social media platform, the teacher prepared the students. The teacher told to the students for brought smartphones in the upcoming meeting. The teacher also explained the activity that will be held in the upcoming meeting. With providing an explanation of the activities that will be conducted in the upcoming meeting; the teacher gave the students an overview of the activities to be carried out. This aims to ensure that students can prepare themselves. To conclude, with preparing the students the learning objectives can be achieved effectively.

2. Social Media Implementation

In the Implementation of social media in teaching speaking skills, the teacher used four social media platforms. These four social media platforms were Instagram, TikTok, YouTube, and WhatsApp. According to Mulyana (2024), stated that Instagram is useful social media platform to communicate and education, especially when it comes to teach English. In addition, students can enhance their speaking, listening, and pronunciation abilities by using YouTube both within and outside of the classroom

(Watkin & Wilkins, 2011). According to Xiuwen & Razali (2021), TikTok can help students enhance their speaking skills by engaging them in activities and seeing recordings of native speakers. Furthermore, Fatimah et al. (2020) stated that a mobile app WhatsApp is an appropriate medium for the teaching and learning process. Sometimes, the teacher combined two social media platforms simultaneously as a tool to teach English, especially in teaching speaking skills.

a. Instagram Implementation in Teaching Speaking Skills

Instagram was one of the social media platforms that the teacher employed as a teaching tool for speaking skills. This was because Instagram provided a simple way to access learning resources. Instagram allows students to upload images and that can be utilized as assignment media. For example, Instagram's primary menus and functions, such as photo, home page, news, feed, and popular, can be used to improve students' English language abilities through live broadcasting, quizzing, direct messaging, highlighting, and image uploading (Mulyana, 2024).

"I think that by utilizing existing social media platforms, it can greatly assist the teaching and learning process"
(Interview with English Teacher, 26 November 2024)

In the implementation, Instagram was used to watch example videos from native speakers directly. For example, in the "self-introduction" material; students watched videos from the Learning English Instagram account. In addition, from the video, the teacher provides further explanations about the points used to introduce oneself. Instagram can help students enhance their English skills because it contains a lot of content concerning English classes (Wijaya, 2020).

Picture 4.2 Instagram Implementation



Further, Instagram can also be used as a medium for collecting assignments. In the implementation, the teacher assigned homework in the form of a "self-introduction" video that students upload to their Instagram feed, tagging the teacher. To ensure that students upload their assignments on time, the teacher combined WhatsApp as a confirmation medium in the form of a screenshot of the uploaded video with the video link. Instagram offers a unique learning style for English, providing students with unique experiences and presenting teachers with an opportunity to teach in a different way (Wijaya, 2020).

b. TikTok Implementation in Teaching Speaking Skills

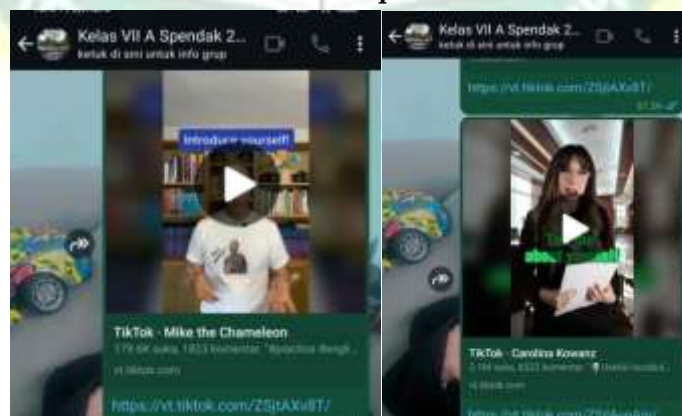
TikTok was one of the social media platforms that the teacher implemented in teaching speaking skills. TikTok was a social media platform that had many content creators for English language learning. Therefore, teachers used it as a source of learning media. TikTok provided many videos explaining material related to English subjects, including the examples. In addition, TikTok also allowed students to see examples from native speakers directly. According to Rahmawati

et al. (2023), TikTok is a popular platform for teaching and learning English, as creators create engaging content that students can engage with through playing.

“I think TikTok is very helpful in increasing students' learning motivation, because students are already familiar with the app. Besides, most students prefer videos as a learning medium”

In the implementation, the teacher used a WhatsApp group as a medium to share links. Furthermore, students were asked to watch the video shared by the teacher. In this process, the teacher plays an important role in explaining the content of the video. The teacher and students then discussed the material in the video with two-way interaction. For example, in the "self-introduction" material, the teacher first shared a video explaining the related material. In addition, the teacher provided further explanations to enhance the students' understanding. In this process, a two-way interaction occurs, where the teacher explains and asks questions, and then the students answer and ask questions to the teacher regarding the material they do not yet understand.

Picture 4.3 TikTok Implementation



The next step after the teacher explained the material was to watch an example of a self-introduction. In this process, students watched a

video example of a self-introduction with a native speaker as the model in the video. By watching the video as an example, students could learn body language, pronunciation, and intonation directly from the native speaker. Masruddin (2018) suggests that students can learn about body language through action-based videos.

c. WhatsApp Implementation in Teaching Speaking Skills

During implementation, the teacher utilized WhatsApp to share YouTube video URLs. This communication tool makes it easier for teachers to connect students to videos providing educational materials. The teacher purposefully chose the social networking platform WhatsApp since it is simple to use and already owned by all of his students. In addition, WhatsApp not only allows students to send messages, but this application can also be used by students to send photos, videos, links, and voice messages. According to Albogami and Algethami (2022), WhatsApp is a social media messaging network that allows users to share videos, images, audio calls, and text messages.

“I have been using WhatsApp as a learning medium since the advent of online learning due to COVID-19. Personally, I find this application very easy to use for both teachers and students, and it effectively supports learning activities. Until now, when learning has been conducted offline; social media still helps.” (Interview with English teacher, 26 November 2024)

Pictures 4.4 the teacher share link



In the implementation, the first step for the teacher was to share the video link through the WhatsApp group. In addition, the teacher ensured that each student can access the link. The teacher makes sure that students can access the link by visiting each student and asking if there are any difficulties when accessing the link. Furthermore, after all the students were ensured they could open the video link, the teacher then asked the students to proceed with the next activity.

In Indonesia, it is still difficult for students when asked to engage in direct English conversations. This is because speaking skills are considered difficult, especially for EFL classes. According to Sukma (2022), speaking is a difficult subject, particularly for junior high school students who are going from elementary to junior high school and must acquire all four skills simultaneously.

To make it easier for students to speak English, the teacher asked the students to create a conversation related the topic. For example, in the material “likes & dislikes” the teacher asked the students to discuss in pairs the conversation topics they will create. In this process, the teacher helped by providing examples of themes related to the topic of “likes & dislikes”; such as conversation themes about hobbies, favorite foods, and favorite places. After that, the students were asked to create a conversation through private WhatsApp messages. Furthermore, the teacher asked the students to take a screenshot and send their assignments in the WhatsApp group.

Pictures 4.5 screenshot assignment



In this activity, students were not only asked to create conversations related to the topic in WhatsApp chat format. However, they also practiced pronouncing the sentences they had created. In oral communication, pronunciation is an essential component of the language (Adinda & Ahmad, 2024). They practiced dialoguing in pairs. They did this for the next activity, which is to make a conversation video. As before the lesson began, they already knew the sequence of activities they would undertake in that day's meeting.

Pictures 4.6 students practiced dialogues



During this activity, students gain a lot of experience. They not only gain experience in creating English conversations about “like and

dislike.” However, they also gain experience in discussing themes with friends, experience in conducting chat conversations, and experience in practicing English sentence pronunciation. They practice directly in easy and enjoyable experiences. According to Safitriani & Jayadi (2021), students are drawn to memorable experiences since they are impressive and difficult to forget. For instance, teacher can use engaging subjects and media.

The common student’s activity in the implementation of WhatsApp as a learning medium was uploading their assignments. In the “Like and Dislike” material for example, there were two assignments that must be uploaded in the WhatsApp group by the students. It’s were the task of taking a screenshot of the conversation in private chat and the task of recording a video.

Pictures 4.7 student’s assignment



“In the use of social media, it can help the learning process quickly.” (Interview with English Teacher, 26 November 2024).

According to Fatimah et al. (2020), Learners can used several functionalities of the WhatsApp application such as text messaging, voice messages, document files, videos, and images. In addition, based on the interview results, the teacher believed that the teaching and learning process using social media can save time; especially in the

activity section. This was also in line with the observation results. The assignment of creating conversations through private chat was done quickly. The method of task submission in the form of screenshots of the conversation and video conversation uploads can also save time. Meanwhile, assessments can be conducted outside of class hours. So that when the lesson starts, the teacher can focus on the students' understanding.

One of the factors that accelerated the teaching and learning process using social media was that students were already accustomed to using social media. Teachers believed that learning using social media can be more efficient because students are already used to it. In addition, students found easier and more productive to learn using familiar technology applications (Fatimah, et al., 2020). For example, students were already accustomed to using WhatsApp as a medium for exchanging messages.

"My students are already accustomed to using social media. In other words, social media is no longer a foreign concept to them. It is because, outside of class, they also used social media in their daily lives." (Interview with English Teacher, 26 November 2024).

d. YouTube Implementation in Teaching Speaking Skills

The most important step in implementing social media in teaching speaking skills was the activity of watching material videos. The teacher chose the social media platform YouTube as a medium for delivering material because this application has many resources that can support learning activities. YouTube has a large selection of videos appropriate for usage in the EFL classroom (Nasution, 2019). Further, Setyaningsih (2022) found that watching English videos on YouTube was beneficial for learning new verbs, expanding vocabulary, and improving pronunciation. In addition, the teacher believed that the use of YouTube can allow students to gain experience in seeing and

hearing someone communicate in English directly from a native speaker. Its in line with Damayati & Ma'rufah (2022), that stated YouTube provides advantages as a learning tool for lesson speaking, such as the fact that students can learn speaking directly from native speaker. According to Nasution (2019), stated that YouTube videos can be utilized to enrich cultural education, introduce students to worldwide English, and promote actual vocabulary expansion.

"I think using YouTube is very helpful for students in learning English. They can have the experience of hearing native speakers talk without having to meet them in person. Especially in learning speaking skills, YouTube videos are very helpful for students." (Interview with English Teacher, 26 November 2024).

Picture 4.8 students watching YouTube video



During the observation, the students appeared enthusiastic while watching the presentation of the material through a YouTube video. According to Riswandi (2016), using YouTube videos can help students enhance their speaking skills and motivate them to learn English. Furthermore, based on the interview results, the majority of students were pleased when learning is conducted through social media. For them, social media is no longer a foreign concept, and learning using social media as a medium of instruction was pleasurable.

This was in line with the results of the student interviews when they were asked the question, "What is your opinion about learning using social media, especially in learning speaking skills?" The following were the answers from the six students who were the respondents:

Students 1: *"In my opinion, learning English through social media is very enjoyable. I can not only see examples from videos but also imitate the pronunciation of words"*

Students 2: *"I think, learning English using social media are fun and exiting. Watching video on YouTube gives me inspiration to speak English."*

Students 3: *"In my opinion, learning English using social media is very helpful."*

Students 4: *"I think learning English through social media feels easier."*

Students 5: *"I prefer learning English through social media rather than through other media."*

Pictures 4.9 teacher monitoring



Learning video provide clear explanations to assist students understand the content (Setiyaningsih, 2022). During the activity, the teacher ensured that each student watched the video attentively. The teacher walked around to make sure the students were watching the

provided YouTube video. The teacher actively asked the students if they understood. Was there anything that needed to be asked? Was there anything difficult to understand? Teachers play a very important role in students' understanding.

The most important thing about speaking is practice. Based on observations, this step involves teachers and students. Students were asked to create conversation videos that were recorded by another group. The recording was done alternately. In this process, the teacher's role was not only to condition the students but also to assist some students by recording the video.

Pictures 4.10 students made video conversation



As shown in the picture, the students appear to be enthusiastically participating in the recording session. This activity was conducted outside the classroom with the aim of making the produced sound clearer. Students were free to choose the location for the video recording session, as long as it was still within the school area.

“During the time I used social media as a learning medium, my students have been quite enthusiastic and motivated in following English lessons. It can be seen when they participate in learning activities well and with cheerful expressions.” (Interview with English Teacher, 26 November 2024)

In video production, the majority of students were also already accustomed to using cameras. In addition, outside of class, they also used social media for fun. Uploading videos and posting on social media was a common thing.

***Student 1:** "I have social media accounts like WhatsApp, TikTok, and Instagram. I use social media for fun." (Interview with Student 1, 26 November 2024).*

***Student 2:** "I have social media for refreshing. Usually, I use WhatsApp to message friends, and make videos for Instagram Reels and TikTok." (Interview with Student 2, 26 November 2024)*

***Student 3:** "I usually utilize social media to express my hobbies. I frequently share poetry videos that I create on YouTube Shorts." (Interview with Student 5, 26 November 2024)*

Based on interviews with students, they did not only use social media for fun. They were also accustomed to uploading videos, creating, and editing videos as part of their daily social media needs. To conclude, Students were already accustomed to using social media in their daily lives.

B. The Teacher Challenges in Teaching Speaking Skills through Social Media as Learning Medium

This paragraph discusses the finding of interviews conducted to identify the teacher challenges during teaching English speaking skills through social media as a learning medium. The interview was conducted with the English Teacher of Class VII at SMP Negeri 2 Karangreja, Purbalingga. During the interview, the teacher was asked specific questions about his experiences when implementing social media in teaching speaking skills; especially the challenges that the teacher faced. The interview result can be used to get insight the implementation of social media in teaching speaking skills and indicate areas for improvement.

1. Internet Connection

In the implementation of social media as a medium for learning speaking skills, teachers encounter several challenges. One of the biggest challenges was the internet connection. According to Rahayu & Wirza (2020), one of the challenges associated with online learning is lack of technological infrastructure and internet access quotas. Before using social media as a learning medium, the teacher ensures that all students bring their phones and have an internet data connection. Sometimes, students were hindered by not having an internet package. This was because not all students come from families with good economic conditions. In addition, the school's Wi-Fi network is still limited and cannot be accessed in every classroom. On the other hand, good internet connection is crucial for supporting teaching and learning processes, ensuring students have sufficient internet packages to participate effectively (Amalia et al., 2022).

“The most common challenge I encountered while using social media as a learning medium are the internet package and internet connection that the students have.” (Interview with English Teacher, 26 November 2024)

On the other hand, another major challenge was the unstable internet connection. This was due to the school's location in a mountainous area, causing the internet connection to be sometimes unstable. This makes the process of learning through social media quite challenging. It was in line with the research findings from Amalia et al. (2022), which indicated an unstable internet connection was also a serious problem, aside from students who do not have internet access. Students who did not have internet access could not use social media as a learning tool. Of course, this impacts not only oneself but all of the students and the teacher. In addition, the lack of wifi access in all classrooms is clearly an unfortunate issue.

To address this problem, the teacher prepared the students by announcing them to bring their smartphones in the previous meeting, so the students could prepare their internet quota. In addition, if some students still did not have internet quota, the teacher shared their personal wifi hotspot. Furthermore, if the signal was lost due to bad weather, then the lesson for that day had to be conducted using regular media.

2. Student's Disruption

Implementing social media as a learning medium certainly has various challenges. Besides the teachers themselves, sometimes students also become a challenge for teachers. The use of social media through smartphones can disrupt students in various aspects, such as student's plagiarism, student's laziness, and students lose focus on studying. It is in line with the result of several researches that the use of social media has a negative impact such as student's plagiarism, student's laziness, internet addiction, and lost focus of students (Syawal et al., 2017; Syifa et al., 2023; Sahronih et al., 2024).

*“Undeniably, challenges when using social media can come from the students themselves. For example, students lose focus.”
(Interview with English Teacher, 26 November 2024).*

Furthermore, student's focus can also be diverted when using smartphones. According to Sahronih et al. (2024), the use of social media might lead to students being distracted and unable to focus on teacher instruction. For example, when using WhatsApp as a learning medium, students might receive incoming messages. This can cause students' focus to become scattered. Based on the interview conducted with the teacher, the teacher stated that disturbances in the form of incoming chats during lessons often occur and it cannot be denied that this significantly disrupts the students' focus on learning.

To address that challenge, the teacher pays more attention to the students. The teacher was always actively walking around the classroom to monitor students' activities while using smartphones. This was proven by the observation results. Based on the observation, the teacher walked around the classroom to ensure that students followed the instructions given by the teacher. In addition, the teacher also actively asked the students about the material being studied. Did the students understand? Was there any difficulty in understanding the provided educational video? Was there anything the students would like to ask? In the classroom learning process, the teacher has very important role.

3. Students Plagiarism

The use of social media accessed through mobile phones made it very possible and easy for students to copy and paste sources from the internet. Students usually did not paraphrase when taking a source. According to Syawal et al. (2017), Copy paste, or plagiarism, is a concerning issue that negatively impacts individuals with easily plagiarized intellectual property, as learners can claim it as their own work. It was very detrimental to students. With plagiarism, students become uncreative and unable to think critically. As a result, the learning objectives cannot be achieved.

“When using social media as a learning medium, it is very possible for students to commit plagiarism. For example, they can easily take examples of “like and dislike” conversations from the internet without paraphrasing.” (Interview with English Teacher, 26 November 2024).

Plagiarism has long been a problem, and teachers in all schools have always faced challenge with it (Ukpebor & Ogbebor, 2013). In this case, the teacher was fully aware that the use of social media not only provides convenience in the teaching and learning process but also presents various challenges. In addition, the internet enables quick access

to thousands of sources, making it difficult for educators to detect plagiarism due to student-level work expectations (Ukpebor & Ogbrbor, 2013). Based on the interview results, the teacher believed that the ease of accessing various sources on the internet often made it easier for students to complete assignments quickly through plagiarism of others' work.

The teacher revealed that most of their students still did not understand what plagiarism was. This was in line with the results of interviews with students who stated that they still did not understand what plagiarism was. In detail, the following were the answers given by the students when asked the question: have you ever copied and pasted assignment answers from the internet and committed plagiarism?

Student 1: *"I often use the internet to do assignments and just copy-paste the sources." (Interview with Student 1, 26 November 2024).*

Student 2: *"Because English is difficult, I usually just take conversation examples from the internet and submit them as assignments." (Interview with Student 2, 26 November 2024).*

Student 3: *"I don't know how to paraphrase a book or the internet source. Even though the teacher has told me before, I still don't understand." (Interview with Student 3, 26 November 2024).*

Student 4: *"I don't use the internet to copy paste a conversation, but I create them in Indonesian and then use Google Translate as a translation tool. I'm afraid of getting caught cheating from the internet." (Interview with Student 4, 26 November 2024).*

Student 5: *"I often take answers for assignments from the internet, but it's not always like that. I still don't understand what plagiarism is and how to make parafrase. " (Interview with Student 5, 26 November 2024).*

To handle this problem the teacher continuously remind students not to commit plagiarism and educate them on how to cite or take others work. The first thing educators must do was focus on teaching about

plagiarism (Ukpebor & Ogbrbor, 2013). The teacher stated that it was not easy to make students stop committing plagiarism, but he certainly continues to strive to provide knowledge about plagiarism continuously to his students. The teacher believed that by continuously educating students about Plagiarism, over time, students will understand what Plagiarism is and how to paraphrase sentences.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the research conclusions, limitations of the research, and suggestion based on the following results:

A. Conclusion

This research used a qualitative descriptive method with a descriptive approach. This research aims to describe how the teacher implements social media as a medium for teaching speaking skills to seventh-grade students at SMP Negeri 2 Karangreja, Purbalingga. This research has been conducted, with the subjects being seventh-grade students in classes VII A and VII C and the fifth-grade English teacher at SMP Negeri 2 Karangreja, Purbalingga. The data obtained includes the implementation of social media as a medium for teaching speaking skills and the challenges faced by teachers when using social media as a teaching medium. This research was conducted professionally using triangulation techniques. Where observation, interviews, and documentation are used to obtain the validity of the data collected.

After conducting data collection through observation, interviews, and documentation, it was found that the seventh-grade English teacher at SMP Negeri 2 Karangreja Purbalingga used social media as a teaching medium in the classroom. The media was used to teach speaking skills. Further, social media platforms that the teacher often used were Instagram, TikTok, YouTube and WhatsApp. The teacher used social media platforms Instagram and TikTok employ English content as both a learning resources and uploading assignment. In addition, the teacher used WhatsApp to collect assignments, hold group discussion, and share video material links. Furthermore, the teacher used YouTube as a teaching resource by combining education video and English content.

In more detail, the following were the implementation of social media found in the research: 1) The first step the teacher took in implementing social media in teaching speaking skills was sharing video link through WhatsApp group; 2) The next step, the teacher presented the video material related to the topic using social media platforms YouTube, TikTok, and Instagram; 3) The last step was assigning tasks. In the implementation, the teacher used WhatsApp and Instagram as media to collect assignments.

The research results show that teachers faced several challenges in implementing social media as a medium for teaching speaking skills, such as internet connection, distractions for students and also student's plagiarism. In the implementation, the most common challenge teachers faced was that students did not have internet connectivity. Additionally, the school's wifi network was still inadequate to be accessed in every classroom. Furthermore, the use of smartphones often disrupts students' concentration, as it allows them to read incoming messages unrelated to classroom learning. In addition, internet connectivity allows students to engage in plagiarism.

B. Limitations of the Research

The research limitations of the thesis entitled "The Implementation of social media in teaching speaking skills to VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga " are as follows:

- 1) The research time is limited because it is approaching the End-of-Semester Assessment period at SMP Negeri 2 Karangreja Purbalingga.
- 2) This research only took one English teacher as the main respondent of the study.
- 3) This research was conducted with four social media platforms such as Instagram, TikTok, YouTube and WhasApp.

C. Suggestion

Based on the research results explained in Chapter 4 previously, it is important to conduct reflections for improvements in the school, teachers as respondents, and also the researcher in the future. Therefore, the researcher provides the following suggestions:

1. Suggestion for Teacher

After this research, it is expected that teachers will further enhance innovation and creativity in developing learning media, especially in teaching speaking skills. Teachers can use various social media platforms such as Spotify, Netflix, Facebook, and other social media; to increase student enthusiasm in learning. Furthermore, the teacher can give a response like emoji or comment when the students upload the assignments in WhatsApp group.

2. Suggestion for The School

With the results of this research, it is hoped that the school can improve facilities that can support the teaching and learning process at the school. One of them, the school can expand the wifi network so that it can be accessed in every classroom. The school can also add LCD projector units to facilitate teachers and students in presentations in the classroom.

3. Suggestion for Researcher

This research was not perfect. As we all know, Allah SWT is the only source of excellence. The researcher believed that the availability of this research will inspire and serve as a source for future investigations on the same subject.

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APPENDICES

Appendix 1

INSTRUMEN PENELITIAN
“THE IMPLEMENTATION OF SOCIAL MEDIA IN TEACHING
SPEAKING SKILLS TO VII GRADE STUDENTS AT SMP NEGERI 2
KARANGREJA, PURBALIGGA.”

Desi Prameli Nia
 NIM.1917404034

A. Pedoman Observasi

Hasil Observasi
Kegiatan Pembelajaran Bahasa Inggris

Nama Partisipan :
 Nama Sekolah :
 Tempat observasi :
 Hari / tanggal :
 Kegiatan :

No	Aspek yang Diamati	Deskripsi Kegiatan
	Kegiatan Pembelajaran	
	1. Kegiatan Pembuka	
	2. Kegiatan Inti	
	3. Kegiatan Penutup	

Appendix 2

Hasil Observasi
Kegiatan Pembelajaran Bahasa Inggris

Nama Partisipan : Mr. Brian Shaga Dwi S., S.Pd.

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat observasi : Kelas VII A

Hari / tanggal : Selasa 19 November 2024

Kegiatan : Obsrvasi 1

No	Aspek yang Diamati	Deskripsi Kegiatan
	Kegiatan Pembelajaran	
	1. Kegiatan Pembuka	Guru meminta siswa untuk mengambil <i>smartphones</i> yang dititipkan kepadanya di ruang guru; sebelum pembelajaran dimulai. Kemudian guru membuka Pelajaran dengan salam. Setelahnya guru melakukan <i>self introduction</i> dan memberikan pertanyaan pemantik.
	2. Kegiatan Inti	<p>Kegiatan inti dimulai dengan guru membagikan link konten video Instagram dan TikTok di WhatsApp group. Setelahnya guru menginstruksikan siswa untuk membuka link yang pertama. Guru melakukan monitoring memastikan seluruh siswa bisa mengakses link video tersebut. Setelah siswa menonton video tersebut guru memberikan pertanyaan kepada siswa apakah mereka dapat memahami video tersebut atau tidak. Setelahnya guru menjelaskan kepada siswa materi <i>self introduction</i>.</p> <p>Kegiatan berikutnya siswa diminta membuka link kedua yang berisi contoh <i>self introduction</i> di aplikasi TikTok. Kemudian setelah semua siswa menonton secara bersama guru kemudian meminta siswa menjelaskan isi dari video tersebut. Guru memancing mereka dengan beragam pertanyaan. Setelahnya mereka beralih pada contoh video berikutnya dan melakukan hal yang sama.</p> <p>Setelah sesi menonton video berakhir. Siswa diminta membuat kalimat perkenalan dalam bahasa Inggris.</p>

	3. Kegiatan Penutup	Kegiatan ditutup dengan kesimpulan dan ringkasan kegiatan dari guru. Setelahnya guru memberikan tugas kepada siswa untuk membuat video pengenalan dalam Bahasa Inggris dan menguploadnya ke aplikasi Instagram dan mengupload buktinya melalui screenshot beserta caption link video tersebut di Aplikasi WhatsApp.



Hasil Observasi Kegiatan Pembelajaran Bahasa Inggris

Nama Partisipan : Mr. Brian Shaga Dwi S., S.Pd.
 Nama Sekolah : SMP Negeri 2 Karangreja
 Tempat observasi : Kelas VII C
 Hari / tanggal : Sabtu, 23 November 2024
 Kegiatan : Obsrvasi 2

No	Aspek yang Diamati	Deskripsi Kegiatan
	Kegiatan Pembelajaran	
	1. Kegiatan Pembuka	Guru meminta siswa untuk mengambil <i>smartphones</i> yang dititipkan kepadanya di ruang guru; sebelum pembelajaran dimulai. Kemudian guru membuka Pelajaran dengan salam. Setelahnya guru melakukan <i>self introduction</i> dan memberikan pertanyaan pemantik.
	2. Kegiatan Inti	<p>Kegiatan inti dimulai dengan guru membagikan link konten video Instagram dan TikTok di WhatsApp group. Setelahnya guru menginstruksikan siswa untuk membuka link yang pertama. Guru melakukan monitoring memastikan seluruh siswa bisa mengakses link video tersebut. Setelah siswa menonton video tersebut guru memberikan pertanyaan kepada siswa apakah mereka dapat memahami video tersebut atau tidak. Setelahnya guru menjelaskan kepada siswa materi <i>self introduction</i>.</p> <p>Kegiatan berikutnya siswa diminta membuka link kedua yang berisi contoh <i>self introduction</i> di aplikasi TikTok. Kemudian setelah semua siswa menonton secara bersama guru kemudian meminta siswa menjelaskan isi dari video tersebut. Guru memancing mereka dengan beragam pertanyaan. Setelahnya mereka beralih pada contoh video berikutnya dan melakukan hal yang sama.</p> <p>Setelah sesi menonton video berakhir. Siswa diminta membuat kalimat perkenalan dalam bahasa inggris.</p>

	3. Kegiatan Penutup	Kegiatan ditutup dengan kesimpulan dan ringkasan kegiatan dari guru. Setelahnya guru memberikan tugas kepada siswa untuk membuat video pengenalan dalam Bahasa Inggris dan menguploadnya ke aplikasi Instagram dan mengupload buktinya melalui screenshot beserta caption link video tersebut di Aplikasi WhatsApp.
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Hasil Observasi Kegiatan Pembelajaran Bahasa Inggris

Nama Partisipan : Mr. Brian Shaga Dwi S, S.Pd.
 Nama Sekolah : SMP Negeri 2 Karangreja
 Tempat observasi : Kelas VII A
 Hari / tanggal : Senin, 25 November 2019
 Kegiatan : Observasi 3

No	Aspek yang Diamati	Deskripsi Kegiatan
	Kegiatan Pembelajaran	
	1. Kegiatan Pembuka	Guru meminta siswa untuk mengambil <i>smartphones</i> yang dititipkan kepadanya di ruang guru; sebelum pembelajaran dimulai. Kemudian guru menjelaskan mengenai gambaran terkait pertemuan pada hari tersebut. Diantara langkah-langkah yang guru tuliskan serta jelaskan kepada peserta didik adalah sebagai berikut: 1) guru membagikan link, 2) siswa menonton video pembelajaran, 3) siswa membuat percakapan di WhatsApp secara berpasangan, 4) siswa diminta untuk membuat video percakapan, 5) siswa diminta upload video dan screenshot percakapan di WhatsApp group.
	2. Kegiatan Inti	<p>Kegiatan inti dimulai dengan siswa menonton video YouTube mengenai materi “like & dislike.” Pada kegiatan ini guru memiliki peran yang penting sangat penting dalam membimbing siswa untuk memahami materi yang diberikan. Guru tidak hanya membiarkan siswa menonton video, akan tetapi juga ikut menjelaskan serta aktif bertanya kepada siswa tentang seberapa jauh pemahaman yang mereka dapatkan dari video tersebut.</p> <p>Kegiatan selanjutnya adalah diskusi. Guru mengajak siswa untuk mendiskusikan video yang telah mereka lihat. Setelah itu siswa diminta untuk membuat percakapan di chat pribadi menggunakan aplikasi WhatsApp. Kegiatan selanjutnya adalah membuat video percakapan.</p>

	3. Kegiatan Penutup	Setelah siswa selesai membuat video percakapan. Guru meminta siswa untuk mengupload video beserta screenshot chat pribadi ke WhatsApp group. Setelahnya guru memberikan refleksi pembelajaran kemudian menutup kelas.



Hasil Observasi Kegiatan Pembelajaran Bahasa Inggris

Nama Partisipan : Mr. Brian Shaga Dwi S, S.Pd.
 Nama Sekolah : SMP Negeri 2 Karangreja
 Tempat observasi : Kelas VII C
 Hari / tanggal : Selasa, 26 November 2019
 Kegiatan : Obsrvasi 4

No	Aspek yang Diamati	Deskripsi Kegiatan
	Kegiatan Pembelajaran	
	1. Kegiatan Pembuka	Guru meminta siswa untuk mengambil <i>smartphones</i> yang dititipkan kepadanya di ruang guru; sebelum pembelajaran dimulai. Kemudian guru menjelaskan mengenai gambaran terkait pertemuan pada hari tersebut. Diantara langkah-langkah yang guru tuliskan serta jelaskan kepada peserta didik adalah sebagai berikut: 1) guru membagikan link, 2) siswa menonton video pembelajaran, 3) siswa membuat percakapan di WhatsApp secara berpasangan, 4) siswa diminta untuk membuat video percakapan, 5) siswa diminta upload video dan screenshot percakapan di WhatsApp group.
	2. Kegiatan Inti	<p>Kegiatan inti dimulai dengan siswa menonton video YouTube mengenai materi “like & dislike.” Pada kegiatan ini guru memiliki peran yang penting sangat penting dalam membimbing siswa untuk memahami materi yang diberikan. Guru tidak hanya membiarkan siswa menonton video, akan tetapi juga ikut menjelaskan serta aktif bertanya kepada siswa tentang seberapa jauh pemahaman yang mereka dapatkan dari video tersebut.</p> <p>Kegiatan selanjutnya adalah diskusi. Guru mengajak siswa untuk mendiskusikan video yang telah mereka lihat. Setelah itu siswa diminta untuk membuat percakapan di chat pribadi menggunakan aplikasi WhatsApp. Kegiatan selanjutnya adalah membuat video percakapan.</p>

	3. Kegiatan Penutup	Setelah siswa selesai membuat video percakapan. Guru meminta siswa untuk mengupload video beserta screenshot chat pribadi ke WhatsApp group. Setelahnya guru memberikan refleksi pembelajaran kemudian menutup kelas.



Appendix 3

INSTRUMEN INTERVIEW
GURU BAHASA INGGRIS KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan :

Nama Sekolah :

Tempat Penelitian :

Hari / tanggal :

Kegiatan :

Daftar Pertanyaan:
a. Bagaimana Pesiapan yang anda lakukan pada saat menggunakan sosial media sebagai media pembelajaran? Jawab:
b. Platform media sosial apa sajakah yang anda gunakan dalam kegiatan pembelajaran khususnya untuk speaking skills? Jawab:
c. Apa alasan anda memilih Platform tersebut? Jawab:
d. Bagaimanakah cara anda mengimplementasikan sosial media sebagai media pembelajaran?
e. Apakah menurut anda sosial media efektif digunakan dalam kegiatan pembelajaran speaking skills? Jawab:
f. Bisakah anda menjelaskan kelebihan sosial media sebagai media pembelajaran speaking skills? Jawab:
g. Bisakah anda menjelaskan kekurangan sosial media sebagai media pembelajaran speaking skills? Jawab:
h. Apakah siswa anda terlihat tertarik dengan pembelajaran speaking skills terutama saat menggunakan sosial media? Jawab:
i. Pernahkan anda memberikan tugas dengan sosial media sebagai media

<p>pengerjaan? Jawab:</p>
<p>j. Dalam implementasinya, adakah kendala yang anda dapati saat menggunakan sosial media sebagai media pembelajaran Bahasa Inggris? Jawab:</p>
<p>k. Bagaimanakah cara anda mengatasi kendala yang dialami tersebut? Jawab:</p>



INSTRUMEN INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan :

Nama Sekolah :

Tempat Penelitian :

Hari / tanggal :

Kegiatan :

Daftar Pertanyaan:
a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab:
b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab:
c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab:
d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab:
e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media, terutama pada saat belajar speaking skills? Jawab:
f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab:
g. Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa Inggris di media sosial? Jawab:
h. Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas? Jawab:
i. Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme? Jawab:

Appendix 4

TRANSKRIP INTERVIEW
GURU BAHASA INGGRIS KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Mr. Brian Shaga Dwi S., S.Pd.

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Musholla Sekolah

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Guru Bahasa Inggris

Daftar Pertanyaan:
<p>a. Bagaimana Pesiapan yang anda lakukan pada saat menggunakan sosial media sebagai media pembelajaran?</p> <p>Jawab: Persiapan yang utama pastinya saya mempersiapkan media yang akan digunakan terlebih dahulu. Jika mengambil materi dari sosial media tersebut pastinya saya akan menyalin linknya terlebih dahulu dan memilah konten apa yang akan saya gunakan. Kemudian, saya mempersiapkan siswa. Saya meminta siswa untuk membawa hp pada pertemuan sebelumnya dan memastikan mereka telah memiliki kuota internet.</p>
<p>b. Platform media sosial apa sajakah yang anda gunakan dalam kegiatan pembelajaran khususnya untuk speaking skills?</p> <p>Jawab: Saya menggunakan WhatsApp, YouTube, TikTok dan Instagram.</p>
<p>c. Apa alasan anda memilih Platform tersebut?</p> <p>Jawab: Saya memilih platforms tersebut karena sangat mudah digunakan dan dapat diakses oleh siswa. Alasan lainnya saya memilih platform tersebut dikarenakan semua platform itu sudah tidak asing untuk siswa. Dengan kata lain, mereka juga menggunakan platform sosial media di kehidupan sehari-hari mereka. Karenanya saya berharap dengan penggunaan platform tersebut tujuan pembelajaran dapat dicapai oleh siswa dengan baik dan efektif</p>
<p>d. Bagaimanakah cara anda mengimplementasikan sosial media sebagai media pembelajaran?</p>

<p>Jawab: Biasanya saya menggunakan WhatsApp sebagai media pengumpulan tugas, membagikan link, dan memanfaatkan chat group sebagai media penugasan. Untuk YouTube biasanya saya menggunakannya sebagai media sumber materi ajar seperti penjelasan materi beserta contohnya. Untuk TikTok dan Instagram sendiri sama dengan YouTube, seringnya saya memanfaatkan konten yang ada sebagai sumber rujukan. Terkadang saya juga memanfaatkan feeds aplikasi sebagai media pengumpulan tugas.</p>
<p>e. Apakah menurut anda sosial media efektif digunakan dalam kegiatan pembelajaran speaking skills?</p> <p>Jawab: Sangat efektif, karena platform sosial media mampu membantu proses pembelajaran dengan sangat baik. Misalnya dengan menggunakan Instagram siswa bisa langsung melihat secara langsung sumber belajar dari native seperti konten dari BBC Learning English, dan masih banyak lagi platform lainnya. Mereka juga bisa mengumpulkan tugas baik itu dalam bentuk foto maupun video dengan men-tag akun Instagram guru. Hal ini membuat pengumpulan tugas menjadi lebih mudah. Penggunaan YouTube juga sangat membantu siswa dalam belajar bahasa Inggris. Mereka bisa mendapatkan pengalaman langsung untuk mendengar dan melihat native speaker tanpa harus bertemu mereka secara langsung. Youtube sangat membantu proses belajar terutama untuk speaking skills.</p>
<p>f. Bisakah anda menjelaskan kelebihan sosial media sebagai media pembelajaran speaking skills?</p> <p>Jawab: kelebihannya mungkin proses pembelajaran jadi lebih cepat dan efisien. Seperti misalnya menggunakan WhatsApp sebagai media penugasan bisa mempersingkat waktu karena penilaian bisa dilakukan diluar kelas, sehingga jam belajar yang terbatas bisa dimanfaatkan sebaik mungkin untuk fokus pada pemahaman siswa. Saya sudah menggunakan aplikasi ini sejak pandemi Covid-19. Aplikasi ini sangat mudah digunakan oleh guru dan siswa, saya bahkan masih menggunakan aplikasi ini sampai sekarang. Tentu saja penggunaan sosial media sangat membantu.</p>
<p>g. Bisakah anda menjelaskan kekurangan sosial media sebagai media pembelajaran speaking skills?</p> <p>Jawab: kekurangannya yang pasti jaringan internet yang kurang stabil membuat sosial media tidak bisa digunakan dalam kondisi tertentu.</p>

<p>h. Apakah siswa anda terlihat tertarik dengan pembelajaran speaking skills terutama saat menggunakan sosial media?</p> <p>Jawab: Iya tentu mereka sangat antusias. Selama saya menggunakan sosial media mereka terlihat antusias dan senang. Mereka juga mengikuti setiap aktivitas dengan baik. Hal ini bisa terlihat ketika mereka bisa mengikuti pelajaran dengan sangat baik dan ekspresi yang gembira. Mungkin karena suasana belajar jadi terasa lebih menyenangkan saat menggunakan sosial media sebagai media pembelajaran. Dibandingkan dengan media pembelajaran lain, sosial media lebih membuat mereka tertarik dan termotivasi untuk belajar. Penggunaan TikTok misalnya, bisa membantu meningkatkan motivasi belajar siswa, karena siswa sudah tidak asing dengan aplikasi tersebut. Selain itu mayoritas siswa lebih tertarik belajar menggunakan sosial media.</p>
<p>i. Pernahkan anda memberikan tugas dengan sosial media sebagai media pengerjaan?</p> <p>Jawab: Pernah, misalnya Instagram untuk materi self-introduction dan WhatsApp sebagai media pengumpulan tugas.</p>
<p>j. Dalam implementasinya, adakah kendala yang anda dapati saat menggunakan sosial media sebagai media pembelajaran Bahasa Inggris?</p> <p>Jawab: Kendala yang utama jaringan internet. Siswa kadang tidak memiliki kuota dan jaringan wifi juga belum bisa diakses semua kelas. Lalu siswa kadang bisa terganggu dalam beberapa hal. Misalnya kehilangan fokus saat ada pesan masuk lewat WA. Lalu siswa juga merasa malas saat memungkinkan mereka untuk mendapatkan jawaban cepat lewat internet tanpa berpikir terlebih dahulu. Hal itu juga memudahkan mereka untuk memungkinkan melakukan plagiarisme saat mengerjakan tugas. Contohnya ketika mereka bisa dengan mudah mengambil contoh percakapan mengenai “like and dislike” di internet tanpa melakukan parafrase dan mengakuinya sebagai karya mereka sendiri.</p>
<p>k. Bagaimanakah cara anda mengatasi kendala yang dialami tersebut?</p> <p>Jawab: Untuk mengatasinya biasanya saat terkendala kuota saya membantu dengan membagi hotspot wifi dari ponsel saya pribadi. Kemudian saya melakukan monitoring ke setiap siswa agar</p>

memastikan mereka mengikuti instruksi saya saat pembelajaran di kelas. Sementara untuk kendala plagiarism saya biasanya memberikan edukasi terkait apa itu plagiarism kepada siswa dan apa saja yang boleh dan tidak boleh mereka lakukan dalam penggunaan internet sebagai media mengerjakan tugas.



TRANSKRIP INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Gisela

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Kelas VII A

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Siswa

Daftar Pertanyaan:
<p>a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab: Menurut saya Bahasa Inggris menyenangkan.</p>
<p>b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab: tidak takut, tapi lebih ke sedikit gerogi.</p>
<p>c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab: Pernah</p>
<p>d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab: YouTube, WhatsApp, TikTok, Instagram.</p>
<p>e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media terutama pada saat belajar speaking skills? Jawab: Menurut saya belajar Bahasa Inggris menggunakan sosial media sangat seru dan menyenangkan.</p>
<p>f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab: iya sangat terbantu, karena bisa mengatasi rasa bosan. Melihat video di YouTube juga membuat saya terbantu dalam melatih</p>

pengucapan kata dalam bahasa inggris.	
g.	Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa Inggris di media sosial? Jawab: Tidak. Karena jika di media sosial kita tidak bertemu orang lain secara langsung.
h.	Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas? Jawab: Saya punya akun sosial media seperti WhatsApp, TikTok, dan Instagram. Biasanya untuk hiburan.
i.	Diluar kegiatan pembelajaran di kelas/sekolah, pernahkah anda mencoba mencari tahu mengenai Bahasa Inggris menggunakan sosial media? Jawab: iya, biasanya saya menonton film dalam bahasa inggris menggunakan Netflix dan YouTube.
j.	Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme? Jawab: Iya pernah, saya sering mengerjakan tugas dengan copy paste jawaban dari intenet.

TRANSKRIP INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Balya

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Kelas VII A

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Siswa

Daftar Pertanyaan:
<p>a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab: Menurut saya Bahasa Inggris susah tapi kadang mudah. Tergantung materinya.</p>
<p>b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab: bukan takut, tapi lebih ke gerogi dan malu.</p>
<p>c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab: Pernah</p>
<p>d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab: WhatsApp, TikTok, Instagram, YouTube.</p>
<p>e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media, terutama dalam belajar speaking skills? Jawab: Asik dan menyenangkan. Melihat video YouTube membuat saya terinspirasi untuk Berbicara Bahasa Inggris.</p>
<p>f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab: iya sangat terbantu, karena jika pakai sosial media tidak ngantuk. Bisa lihat orang luar bicara bahasa Inggris juga. Lalu video di</p>

medsos seperti TikTok dan Instagram juga membuat saya membiasakan mendengar pengucapan kalimat bahasa inggris.	
g.	<p>Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa Inggris di media sosial?</p> <p>Jawab: Tidak justru senang, siapa tau bisa dapat tambahan followers dengan upload video.</p>
h.	<p>Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas?</p> <p>Jawab: Saya punya sosial media biasanya untuk hiburan. Saya biasa menggunakan WhatsApp untuk berkirim pesan, dan membuat video untuk reels Instagram dan TikTok.</p>
i.	<p>Diluar kegiatan pembelajaran di kelas/sekolah, pernahkah anda mencoba mencari tahu mengenai Bahasa Inggris menggunakan sosial media?</p> <p>Jawab: iya, biasanya saya menonton film, mendengarkan music di Spotify, dan bermain game.</p>
j.	<p>Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme?</p> <p>Jawab: Karena Bahasa Inggris susah , biasanya untuk tugas percakapan saya ambil dari internet lalu mengumpulkannya sebagai tugas.</p>

TRANSKRIP INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Rafka

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Kelas VII A

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Siswa

Daftar Pertanyaan:
<p>a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab: Menurut saya Bahasa Inggris susah.</p>
<p>b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab: Iya takut salah ngomong.</p>
<p>c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab: Pernah menggunakan sosial media.</p>
<p>d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab: YouTube, WhatsApp, Instagram, TikTok.</p>
<p>e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media, terutama dalam belajar speaking skills? Jawab: Menurut saya belajar bahasa inggris menggunakan sosial media sangat membantu.</p>
<p>f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab: iya sangat terbantu, karena bisa mengatasi gerogi dan takut. Jika bicara bahasa Inggris di sosial media itu kan tidak di depan orang secara langsung. Jadi cukup membantu.</p>

<p>g. Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa Inggris di media sosial?</p> <p>Jawab: Tidak</p>
<p>h. Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas?</p> <p>Jawab: Iya saya punya, biasanya untuk mendengarkan musik di Spotify sama menonton film, dan untuk scroll TikTok.</p>
<p>i. Diluar kegiatan pembelajaran di kelas/sekolah, pernahkah anda mencoba mencari tahu mengenai Bahasa Inggris menggunakan sosial media?</p> <p>Jawab: iya, biasanya saya mendengarkan musik dalam bahasa inggris menggunakan Spotify.</p>
<p>j. Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme?</p> <p>Jawab: Saya tidak tau bagaimana cara memparafrase baik itu di buku dan internet, jadi saya sering copy paste. Meskipun pak brian pernah memberi tahu plagiarisme danmemerintahkan parafrase tapi saya masih belum paham.</p>

TRANSKRIP INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Vifi

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Kelas VII C

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Siswa

Daftar Pertanyaan:
<p>a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab: Menurut saya Bahasa Inggris itu susah.</p>
<p>b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab: Iya, takut salah ngomong karena Bahasa Inggris susah.</p>
<p>c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab: Pernah beberapa kali.</p>
<p>d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab: YouTube, TikTok, Instagram, WhatsApp.</p>
<p>e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media, terutama dalam belajar speaking skills? Jawab: Menurut saya belajar Bahasa Inggris dengan sosial media terasa mudah.</p>
<p>f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab: terbantu karena bisa membuka kamus online saat tidak tahu artinya.</p>
<p>g. Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa</p>

Inggris di media sosial? Jawab: Iya malu, karena jarang posting sesuatu di sosmed.	
h.	Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas? Jawab: Saya punya. Biasanya saya menggunakan WhatsApp untuk chattingan dengan teman.
i.	Diluar kegiatan pembelajaran di kelas/sekolah, pernahkah anda mencoba mencari tahu mengenai Bahasa Inggris menggunakan sosial media? Jawab: tidak.
j.	Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme? Jawab: Saya biasanya menggunakan internet untuk mentranslate jawaban yang sudah saya buat. Saya takut ketahuan saat mengambil jawaban dari internet.



TRANSKRIP INTERVIEW
SISWA KELAS VII
SMP NEGERI 2 KARANGREJA, PURBALINGGA

Nama Partisipan : Aulia

Nama Sekolah : SMP Negeri 2 Karangreja

Tempat Penelitian : Kelas VII C

Hari / tanggal : Selasa, 26 November 2024

Kegiatan : Interview Siswa

Daftar Pertanyaan:
<p>a. Apa pendapat anda tentang pembelajaran Bahasa Inggris? Jawab: Saya suka Bahasa Inggris.</p>
<p>b. Apakah anda merasa takut saat berbicara Bahasa Inggris? Jawab: tidak takut, tapi malu.</p>
<p>c. Apakah guru anda pernah menggunakan sosial media sebagai media pembelajaran Bahasa Inggris di kelas? Jawab: Pernah</p>
<p>d. Jika iya, platform media sosial apa sajakah yang guru anda pernah gunakan? Jawab: YouTube, WhatsApp, TikTok, Instagram.</p>
<p>e. Apa pendapat anda mengenai belajar Bahasa Inggris menggunakan sosial media, terutama dalam belajar speaking skills? Jawab: Menyenangkan, saya lebih menyukai belajar bahasa inggris dengan sosial media dari pada media lain.</p>
<p>f. Apakah dengan sosial media anda merasa terbantu ketika belajar Bahasa Inggris? Jawab: iya sangat terbantu, karena bisa mengatasi rasa bosan. Melihat video di beberapa sosial media seperti Instagram dan Tiktok bisa menambah kosa kata baru.</p>

g.	Apakah anda merasa takut/malu ketika berbicara menggunakan Bahasa Inggris di media sosial? Jawab: Tidak karena sudah terbiasa jika di media sosial.
h.	Apakah anda memiliki media sosial? Untuk kegiatan apa biasanya anda menggunakan sosial media diluar kelas? Jawab: Iya saya punya YouTube, WhatsApp, TikTok, Instagram. biasanya untuk menyalurkan hobbi seperti upload video puisi yang saya buat. Saya biasanya mengunggah video puisi di short, feed Instagram dan TikTok.
i.	Diluar kegiatan pembelajaran di kelas/sekolah, pernahkah anda mencoba mencari tahu mengenai Bahasa Inggris menggunakan sosial media? Jawab: Belum pernah.
j.	Pernahkah anda mengcopy paste jawaban dari internet dan melakukan plagiarisme? Jawab: Iya saya sering copy paste jawaban dari internet. Tapi tidak selalu begitu. Saya masih belum paham apa itu plagiarism dan bagaimana cara parafrase kalimat.

Appendix 5

RESEARCH DOCUMENTATION**A. Class Observation***Picture 1 the teacher shared link video**Picture 2 & 3 the students watched the video*

Pictures 4 teacher monitoring



Pictures 5 & 6 Student's video recording



Picture 7 Students practice self-introduction in front of the class



Picture 8 Student's practice Make sel-introduction expression



Picture 9 Students Practice Self-Introduction in Instagram



Pictures 10 & 11 Student's Assignment



B. Interview With English Teacher and Students

Picture 1 interview with English Teacher



Picture 2 Interview with Student1



Picture 3 Interview with Students 2&3



Picture 4 Interview with student 4



Picture 5 Interview with student 5



Appendix 6

LESSON PLAN**MODUL AJAR
BAHASA INGGRIS****1. INFORMASI UMUM****Identitas Penulis Modul**

Nama Penyusun : Briyan Shaga Dwi Sukma, S. Pd.
 Satuan Pendidikan : SMP Negeri 2 Karangreja
 Tahun Pelajaran : 2024/2025
 Jenjang Sekolah : SMP
 Fase/Kelas/ Semester : D/7 /Gasal
 Topik : Expressions of like and dislike
 Alokasi waktu : 2 x 40 menit

- b. Kompetensi Awal** : Peserta didik telah mampu memahami berbagai jenis aktivitas dalam Bahasa Inggris
- c. Profil Pelajar Pancasila** : Mandiri
- d. Sarana dan Prasarana** : Smartphone (WhatsApp dan YouTube), papan tulis, buku
- e. Target Peserta didik** : Peserta didik reguler
- f. Model pembelajaran yang digunakan** : Tatap muka

2. KOMPONEN INTI**a. Tujuan Pembelajaran**

Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan; mengaplikasikan dan memproduksi serta memahami ungkapan like and dislike dalam bentuk multimodal di lingkup keluarga dan kelas (dengan memperhatikan object pronoun, singular dan plural) secara mandiri.

b. Pemahaman bermakna

Seseorang dapat menyatakan aktivitas yang disukai dan tidak disukai beserta alasannya dalam Bahasa Inggris.

c. Pertanyaan pemantik

Disajikan beberapa gambar aktivitas positif dan negatif, lalu guru bertanya ke peserta didik terkait aktivitas tersebut, contoh:

Do you like dancing?

Do you like playing all day?

d. Persiapan pembelajaran

Menyiapkan materi, modul, bahan ajar, dan sarana prasarana yang akan dipakai dalam kegiatan pembelajaran.

f. Asesmen

1) Asesmen Formatif

a) Sikap

Teknik penilaian : Anekdote

Instrumen : Catatan anekdot guru

b. Pengetahuan

Teknik penilaian :

Penugasan Instrumen penilaian :

Terlampir

2) Asesmen Sumatif

Teknik penilaian :

Penugasan Bentuk Instrumen

: Terlampir

g. Pengayaan dan Remedial

Kegiatan pembelajaran remedial:

Peserta didik yang membutuhkan bimbingan untuk memahami materi ungkapan suka dan tidak suka lalu secara berpasangan menanyakan ungkapan tersebut tentang suatu aktivitas dan responnya.

Kegiatan pembelajaran pengayaan:

Peserta didik menulis segala hal terkait yang mereka suka dan tidak suka beserta alasannya.

h. Refleksi peserta didik dan guru.

Refleksi peserta didik :

- Apakah peserta didik mengalami kendala dalam pembelajaran?
- Apa kendala tersebut, jika ada?
- Apakah peserta didik berusaha mengatasi kendala tersebut?
- Bagaimana perasaan peserta didik setelah selesai pembelajaran?
- Apa harapan yang diinginkan peserta didik dalam pembelajaran berikutnya?

Refleksi Guru :

- Apakah peserta didik mampu menunjukkan pemahaman konsep dengan baik?
- Apakah peserta didik mampu berpikir kreatif dengan baik?
- Jika peserta didik mengalami kesulitan, bagaimana guru akan menindaklanjutinya?

i. Lampiran

1) Materi Ajar

- a. Video tentang dialog like and dislike: https://bit.ly/Video_Like_Dislike

3) Bahan Bacaan Guru & Peserta Didik
Buku Pendamping Bahasa Inggris MGMP Wonosobo

4) Glossarium
a. fond : suka
b. abhor : tidak suka
c. detest : tidak suka

Mengetahui,
Kepala Sekolah

Prpto Triono, S. Pd
NIP. 196503071989031009

Karangreja, 25 November 2024

Guru Matapelajaran

Briyan Shaga Dwi S, S.Pd
NIP. 19930131 202321 1 004

MODUL AJAR BAHASA INGGRIS

1. INFORMASI UMUM

Identitas Penulis Modul

Nama Penyusun	: Briyan Shaga Dwi Sukma, S. Pd.
Satuan Pendidikan	: SMP Negeri 2 Karangreja
Tahun Pelajaran	: 2024/2025
Jenjang Sekolah	: SMP
Fase/Kelas/ Semester	: D/7 /Gasal
Topik	: Self-Introduction
Alokasi waktu	: 2 x 40 menit

- b. **Kompetensi Awal** : Peserta didik telah mampu memahami berbagai jenis aktivitas dalam Bahasa Inggris.
- c. **Profil Pelajar Pancasila** : Mandiri
- d. **Sarana dan Prasarana** : Smartphone (WhatsApp, Instagram and Tiktok), papan tulis, buku
- e. **Target Peserta didik** : Peserta didik reguler
- f. **Model pembelajaran yang digunakan** : Tatap muka

2. KOMPONEN INTI

a. Tujuan Pembelajaran

Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan; mengaplikasikan dan memproduksi serta memahami ungkapan self-introduction dalam bentuk multimodal di lingkup keluarga dan kelas (dengan memperhatikan object pronoun, singular dan plural) secara mandiri.

b. Pemahaman bermakna

Seseorang dapat memperkenalkan diri dalam Bahasa Inggris.

c. Pertanyaan pemantik

Guru memperkenalkan diri di kelas dengan menggunakan Bahasa Inggris kemudian menanyakan kepada siswa tentang ungkapan apa yang guru ucapkan. Guru juga menanyakan kalimat seperti:
What the sentence that you used when Introducing yourself?
What the condition when you introduce yourself?

d. Persiapan pembelajaran

Menyiapkan materi, modul, bahan ajar, dan sarana prasarana yang akan dipakai dalam kegiatan pembelajaran.

e. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Salam, berdoa. 2. Memberi motivasi agar lebih semangat dalam proses pembelajaran. 3. Mengecek kehadiran. 4. Mengaitkan materi sebelumnya/ pengalaman peserta didik dengan materi yang akan dipelajari, 5. Tanya jawab dengan pertanyaan pematik. 6. Menyampaikan tujuan pembelajaran. 7. Menyampaikan rencana pembelajaran, dan aspek- aspek yang akan dinilai. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru membagikan tautan melalui WhatsApp gro tentang materi introduction dan contohnya. (activity 1) <ol style="list-style-type: none"> a. https://www.instagram.com/reel/C3VMJGESehH/?igsh=MXI5M2p6cTkzb2FnQ== b. https://vt.tiktok.com/ZSjtAXv8T/ c. https://vt.tiktok.com/ZSjtAuoAm/ 2. Peserta didik mengamati video terkait contoh self-introduction. 3. Peserta didik menanyakan kosakata / hal yang belum dipahami. 4. Peserta didik bersama guru mendiskusikan video penjelasan dan contoh perkenalan yang telah ditonton. 5. Peserta didik membuat kalimat self-introduction (activity 2) 6. Peserta didik bermonolog mempraktikkan self-introduction di depan kelas. (activity 3). 	80 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan materi terkait ungkapan-ungkapan like yang digunakan untuk perkenalan. 2. Peserta didik dan guru melakukan refleksi. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 4. Guru memberikan pekerjaan rumah berupa membuat video self-introduction yang diupload di Instagram sebagai tugas rumah (activity 4). 5. Menutup pembelajaran dengan mengucapkan salam. 	15 menit

f. Asesmen

1) Asesmen Formatif

a) Sikap

Teknik penilaian : Anekdote
Instrumen : Catatan anekdot guru

b. Pengetahuan

Teknik penilaian :
Penugasan Instrumen penilaian :
Terlampir

2) Asesmen Sumatif

Teknik penilaian :
Penugasan Bentuk Instrumen :
Terlampir

g. Pengayaan dan Remedial

Kegiatan pembelajaran remedial:

Peserta didik yang membutuhkan bimbingan untuk memahami materi pengenalan diri, dan secara mandiri memperkenalkan diri di depan kelas.

Kegiatan pembelajaran pengayaan:

Peserta didik menulis kalimat-kalimat yang digunakan dalam self-introduction.

h. Refleksi peserta didik dan guru.

Refleksi peserta didik :

- Apakah peserta didik mengalami kendala dalam pembelajaran?
- Apa kendala tersebut, jika ada?
- Apakah peserta didik berusaha mengatasi kendala tersebut?
- Bagaimana perasaan peserta didik setelah selesai pembelajaran?
- Apa harapan yang diinginkan peserta didik dalam pembelajaran berikutnya?

Refleksi Guru :

- Apakah peserta didik mampu menunjukkan pemahaman konsep dengan baik?
- Apakah peserta didik mampu berpikir kreatif dengan baik?
- Jika peserta didik mengalami kesulitan, bagaimana guru akan menindaklanjutinya?

i. Lampiran

1) Materi Ajar

a. Video Perkenalan diri Instagram

<https://www.instagram.com/reel/C3VMUGFSeh4/?igsh=MXI5M2o6cTkzb2F0ahQ==>

b. Video perkenalan diri TikTok:

<https://vt.tiktok.com/ZSjAXydt/>
<https://vt.tiktok.com/ZSjAuoApu/>

Mengotahui,
Kepala Sekolah

Prapto Triono, S. Pd
NIP. 196503071989031009

Karangreja, 12 November 2024

Guru Matapelajaran

Briyan Shaga Dwi S, S.Pd
NIP. 19930131 202321 1 004

Appendix 7

LETTER RESEARCH APPROVAL

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 KARANGREJA

Jalan Raya Kutabawa Karangreja Purbalingga ☎ 085346850406 📠 53357

SURAT KETERANGAN
800/1.051/2024

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Prpto Triono, S.Pd.
NIP : 19650307 198903 1 009
Jabatan : Kepala Sekolah
Asal Sekolah : SMP Negeri 2 Karangreja
Telepon /HP : 08562628884

Menerangkan bahwa mahasiswa atas nama :

Nama Lengkap : Desi Prameli Nia
NIM : 1917404034
Semester : 11 (sebelas)
Jurusan / Prodi : Tadris / Tadris Bahasa Inggris
Tahun Akademik : 2024
Perguruan Tinggi : Universitas Islam Negeri Prof.Kiai Saifuddin Zuhri Purwokerto

Benar-benar telah melaksanakan Penelitian di SMP Negeri 2 Karangreja untuk penyusunan Skripsi / Tugas Akhir yang berjudul "The Implementation of Social Media in Teaching Speaking Skills to VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga". pada tanggal 19 November 2024 s.d 27 November 2024.

Demikian Surat Keterangan ini saya buat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Karangreja, 03 Desember 2024

Kepala Sekolah



Prpto Triono, S.Pd.

NIP. 19650307 198903 1 009

Appendix 8

PLAGIARISM CHECK RESULT

The Implementation of Social Media in Teaching Speaking Skills for VII Grade Students at SMP Negeri 2 Karangreja Purbalingga			
ORIGINALITY REPORT			
14%	12%	6%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	repository.uinmataram.ac.id Internet Source	3%	
2	digilib.iain-palangkaraya.ac.id Internet Source	3%	
3	repository.metrouniv.ac.id Internet Source	1%	
4	Submitted to University of South Africa (UNISA) Student Paper	1%	
5	Emily John, Melor Md Yunus. "A Systematic Review of Social Media Integration to Teach Speaking", Sustainability, 2021 Publication	1%	
6	Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro, "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020 Publication	1%	
7	repository.uinsaizu.ac.id Internet Source	1%	
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Appendix 9

MUNAQASAH RECCOMENDATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Desi Prameli Nia
 NIM : 1917404034
 Semester : 11 (Sebelas)
 Jurusan/Prodi : FTIK/TBI
 Angkatan Tahun : 2019
 Judul Skripsi : The Implementation of Social Media I Teaching
Speaking Skills for VII Grade Students at SMP Negeri
2 Karangreja, Purbalingga

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dibuat di : Purwokerto
 Tanggal : 6 December 2024

Mengetahui,
 Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M. Pd.
 NIP. 199212152018012003

Dosen Pembimbing

Desi Wijayanti Ma'rufah, M. Pd.
 NIP. 199212152018012003

Appendix 10

THESIS SUPERVISION FORM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Desi Prameli Nia
No. Induk : 214110407015
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris
Pembimbing : Desi Wijayanti Ma'rufah, M. Pd.
Nama Judul : The Implementation of Social Media in Teaching Speaking Skills for VII Grade Students at SMP Negeri 2 Karangreja, Purbalingga

No	Hari/Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Senin, 13 Juli 2024	Pembahasan Judul		
2.	Selasa, 30 Juli 2024	Latar Belakang Masalah & Gap research		
3.	Kamis, 22 Agustus 2024	Literature review		
4.	Selasa, 27 Agustus 2024	Type of Research & Data collection		
5.	Senin, 9 September 2024	Grammar & ACP Proposal		
6.	Kamis, 31 Oktober 2024	Instrument observation		
7.	Senin, 4 November 2024	Instrument Interview		
8.	Senin, 2 Desember 2024	Bab IV (menambahkan data display)		
9.	Rabu, 4 Desember 2024	Pembahasan bab IV & V		



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telepon (0281) 635624 Faksimili (0281) 636553
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10.	Kamis, 5 Desember 2024	Menambahkan Preface, official note, dan Appendix	W	W
11.	Jumat, 6 Desember 2024	Pembahasan Abstrak	W	W
12.	Senin, 9 Desember 2024	ACC	W	W

Dibuat di : Purwokerto
 Pada tanggal : 9 Desember 2024
 Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Appendix 11

CURRICULUM VITAE

A. Profile

Name : Desi Prameli Nia
Student Number : 1917404034
Place/Date of Birth : 31 December 1999
Address : Gombong RT/RW 06/01, Belik, Pemalang.

B. Formal Education

- | | |
|--|------|
| 1. SD Negeri 4 Sokanegara | 2012 |
| 2. SMP Negeri 1 Belik | 2015 |
| 3. SMA Negeri 1 Moga | 2018 |
| 4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto | 2024 |

C. Organization Experience

1. IMM Ahmad Dahlan UIN Prof. K.H. Saifuddin Zuhri Purwokerto.



Purwokerto, 6 December 2024

Desi Prameli Nia
S.N 1917404034